

ASSOCIATION OF AMERICAN COLLEGES

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## REPORTS OF THE PERMANENT COMMISSIONS

## RESEARCH IN AMERICAN COLLEGES

Edited by

**ROBERT L. KELLY**

Executive Secretary of the Association

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\* The addresses on the college curriculum by President Glass before the Association of American Colleges and Dr. Kelly before the National Education Association convention in Boston, March 1, are included by courtesy in this issue of the BULLETIN with reports of the standing commissions. The Commission on the Organization of the College Curriculum presented no report in January, 1928.

## COOPERATION OF TRUST COMPANIES WITH COLLEGES AND UNIVERSITIES

### REPORT OF THE COMMISSION ON PERMANENT AND TRUST FUNDS

TREVOR ARNETT, Chairman

At the meeting of this Association last year in Chicago the need for further endowment for colleges was discussed and the suggestion was made that cooperation between colleges and trust companies, banks and the legal profession might be mutually beneficial.

Your Commission on Permanent and Trust Funds has during the past year given the subject careful consideration and has conferred with college administrators, trust executives, and others to learn whether the suggestion was feasible and if so what plan should be followed to make it effective.

Your Commission is of the opinion that officers of banks and trust companies and members of the legal profession are in a position to be of service to colleges and universities when clients consult them regarding the disposition of their property for the promotion of higher education. To do this they would need to inform themselves beforehand of the needs and purposes of these institutions and thus be able to give their clients reliable information on the subject, and advise them of the form in which gifts would best promote the interests the clients wish to advance.

In a cooperative effort of this kind it is obvious that in the long run there must be advantage to both parties, if the plan is to succeed. In this instance, the interests of the colleges would be served by obtaining additional endowment; and those of the trust companies advanced by acquiring additional trusts to manage. Your Commission, how-

ever, wishes this point to be distinctly understood, that it believes that in general wherever a donor wishes to make a bequest or gift for a special or a general purpose for the benefit of a particular institution of learning, which has a competent board of trustees, it is better to make the donation directly to it than through a trust company. But there may be instances where the donor might prefer to give his money in trust for a college to a trust company and might not wish to give it otherwise. It is with respect to these cases that I shall now speak.

It seemed to us that a statement should be prepared to be placed in the hands of officers of trust companies and of lawyers, stating clearly, but briefly, the facts which they should know regarding the higher institutions of learning and their legitimate claims for aid from persons of means. This statement should indicate that detailed information regarding the needs and status of any institution could be obtained by application to the president of the institution or to the Executive Secretary of the Association of American Colleges. To make this suggestion concrete I, as Chairman of the Commission, was asked to prepare a brief statement embodying the idea. Dr. Kelly has had it manifolded and sent to the members of this Association for their consideration prior to this meeting. If you approve of the suggestion, the outline or something like it might be used by institutions of higher learning for distribution locally, or might be distributed generally by the Association.

The statement is as follows:

The Association of American Colleges believes that the interests of society are served by the colleges and universities of the country and that gifts made to them to enable them to carry out their purposes most effectively, promote the public welfare. The Association also feels that co-operation between the trust companies and colleges would be mutually advantageous in procuring funds for the latter and fiscal relations and business for the former, and has endeavored to show in the following pages, (1) the size

of the educational enterprise, (2) the reasons why the institutions of higher learning on private foundation may justly expect financial assistance from persons able to give it, (3) their needs and the best way of meeting them, (4) the sources where information may be had, and (5) the advantages which should accrue to the trust companies through this cooperation.

Higher education in the United States costs in the aggregate a large sum of money. The latest report of the Federal Government available indicates that for the fiscal year 1923-24 the operating cost in round numbers was \$260,000,000. Since that date the expenses have increased because of a greater number of students and higher salaries, so that \$300,000,000. would probably be the cost at present. These expenses are met from three principal sources:

- (1) Fees paid by students.
- (2) Federal, state, and municipal grants.
- (3) Private philanthropy:
  - (a) Current gifts.
  - (b) Income on endowment (gifts previously made for capital).

Approximately one-fourth of the annual cost is met through private philanthropy past and present. In 1923-24 gifts to higher institutions of learning were reported aggregating \$81,734,738, of which \$46,726,677 was for endowment to provide an income in perpetuity, \$22,632,735 was for new plant, and \$12,375,326 was for current expenses.

The value of the physical property of these institutions exceeds one billion dollars, and in addition their endowment is worth about a billion dollars. The endowment and physical property of the privately supported institutions are due to philanthropy.

These statements vividly reveal two facts: (1) that college and university education is an enormous enterprise requiring a large capital investment in plant and endowment, and the annual expenditure of great sums of money



for expenses of operation; and (2) that private philanthropy has been and is a large factor in its development. For centuries the promotion of learning has appealed to the intelligent giver, and most of the earliest educational foundations were the result of gifts of wealthy patrons, for example, the colleges of Oxford and Cambridge Universities. In the Middle Ages the great religious foundations maintained by the gifts of the faithful were the centers of such learning as then prevailed, chiefly in the realms of theology, philosophy, law and medicine. Science as we now know it was practically unknown. Gifts to higher education were made from time to time through the centuries but the greatest outpouring has occurred since the opening of the present century. Since 1900 the gifts to education in the United States have increased enormously, so that the endowment of the higher institutions of learning is more than five times greater than it was in that year.

What has been the motive which inspired so many to make gifts to education and still exercises so potent an influence? There may be varying motives, but in general we may say that the dominating one has been to promote the welfare of society, and it is apparent that popular opinion has looked upon gifts to colleges and universities as blessings and something to be encouraged. The foundation of democracy is felt to rest most securely on an educated constituency, and anything which promotes that end is esteemed to be worth while. One of the most interesting things in the history of gifts to promote college education is the statement which appears so frequently in bequests that the donor, feeling the lack of education himself, desired to make it possible for youths situated similarly, to obtain one. Moreover, it is felt, in this country especially, that intellectual ability is not the exclusive possession of the rich, but is found among persons of all kinds, and that wherever found, opportunities for development should be provided.



The questions may be raised, in fact are being raised, whether private philanthropy should be asked to carry an increasing part of the growing cost of higher education, as the desire for it increases, and the facilities for furnishing it are extended, or whether we have reached the place where the full cost or a greater portion should be borne by other persons and agencies. Admitted that in a democracy the door of educational opportunity should be open to all, should not that opportunity be provided by the state, and in case of privately supported institutions should not the students themselves be required to pay a fee sufficient to cover the cost of their education? These are pertinent questions and are now receiving earnest consideration. Whatever the final answer may be, and however freely the state offers higher education to its citizens, it is the opinion of the profoundest students of the subject, that a properly balanced system of higher education requires privately supported as well as state supported institutions. In the privately supported ones students may properly be asked to pay a greater part of the cost than at present, and those financially able may justly be required to pay the full cost of their education, but it is generally conceded that there is and will be for many generations to come a real need for gifts to these institutions. Gifts are needed to provide additional buildings and equipment; to establish endowments for aid to worthy students of meagre financial resources, in the form of loans and scholarships; for research and publications to extend the boundaries of knowledge; and for music, art, and esthetic subjects of general culture which might not be included in the curriculum if they depended upon student fees or the state for support.

Persons of wealth, therefore, in the light of the foregoing, should be encouraged to give generously to our colleges and universities either during their lifetime or by bequest, and those organizations, agencies and professions which may be called upon to give them advice as to the best disposition of their property should acquaint themselves with

the legitimate claims these institutions of learning have for financial assistance in rendering such an important public service, and in what manner gifts should be made, to promote their purpose most effectively.

In BULLETIN No. 26 of the Department of the Interior, Bureau of Education, for the year 1922, in his article entitled "Philanthropy in the History of American Higher Education," Professor Jesse Brundage Sears says that after an examination of the hundreds of documents which furnished the basis of his study, he was inclined to look upon educational philanthropy as an essential and highly important characteristic of democracy. He further says:

If a statement were made of the theory which has been evolved or the principles which have been arrived at in the almost three centuries of practice, they would seem to be about as follows:

(1) Permanent endowment of higher education by the state, by the church, or other association, or by individuals, is desirable.

(2) All gifts to education, whether for present use or for permanent endowment, whether large or small, should be encouraged, because they open up large possibilities in the way of educational investigation and experiment and because the donor is brought into an intimate relationship with an enterprise that is fundamental to the national life.

(3) The wishes of a donor as expressed in the conditions of his gift shall be respected and fully protected by the state.

(4) It is desirable that the conditions controlling a gift shall be stated in general terms only, and that the methods of carrying out the purposes of the donor be left largely to the recipient of the gift.

(5) Finally, it is desirable that even the purpose of a gift should be made alterable after a reasonable period of time has elapsed, and, if it be desirable, that the gift be terminated.

The place of trust companies and banks with fiduciary powers in cooperating with colleges and universities in securing funds for the latter may be described as follows:

1. They must see the needs of colleges.
2. They are trusted and influential advisers of large numbers of depositors and clients.
3. They may be trustees for the exceptional person, who chooses such a corporate trustee because of

- (a) Permanency.
  - (b) Detached, impersonal discretion which it may exercise.
  - (c) Expertness in finance.
  - (d) Place of residence—in the home town, where the corpus may remain, while the income goes to the chosen object.
  - (e) Building up a memorial at home.
  - (f) Security, under financial responsibility, with vaults, and with experts in bookkeeping, accounting and investing.
4. They may expect collateral business when allied as cooperators with colleges and other charitable organizations, such business as
- (a) Fiscal agency and custodianship of securities.
  - (b) Contacts leading to deposits and banking service.
  - (c) Trusteeships for individual and commercial corporations.
5. Trust companies will receive compensation
- (a) As trustees.
  - (b) As fiscal agents and custodians.
  - (c) Through collateral business.
  - (d) They take satisfaction in rendering service to human welfare.

This plan is purely suggestive and is before you for discussion. If after consideration you feel it is worth trying, I suggest that you express approval by formal resolution.\*

\* Approved by the Association, January 13, 1928.

## DISCUSSION

DR. R. E. BLACKWELL (Randolph-Macon College): How does Mr. Arnett propose that this information be gotten to these trust companies—that each institution should write out a statement and send it to the trust company that is in their neighborhood, or would the Association do something of that sort? I believe in it. I haven't very much endowment, but the largest single gift I have gotten came just in the way that you suggest there. It was almost accidental in that case. The man who suggested it to the donor was not connected with our college at all in any way. It so happened that he was a roommate of my brother and when they talked about colleges, he thought of this college and suggested it, so that we got this gift, and if there is any way of getting more of them to give us some money I would be glad to hear of it.

DR. JOSEPH H. APPLE (Hood College): May I inquire if this condition is at all general? A few years ago I was induced to become a general director of the largest trust company in our organization and the experience has been of inestimable value to me. I would like to ask if you would consent to a showing of hands as to how many members in this room belong to trust companies or banks as members of the board of directors?

(About six members raised their hands).

DR. WM. J. DAVIDSON (Illinois Wesleyan University): Madam President, a curious situation has developed in the State of Illinois. The University of Illinois had a gift in trust made to it a few years ago by a Mr. Carter, of about \$100,000, I think, for scholarships. This was to be used for scholarships for poor boys and girls. The court has found that the University of Illinois must pay taxes on those lands included in that gift. On the ground that there are certain restrictions there, the University of Illinois has not full power to use the income as it pleases. Is there any danger that trust funds given in ways you suggested would not be exempt from taxation, for example, if they were endowment funds?

MR. TREVOR ARNETT: I think there is some probability that all the property of colleges may be subject to taxation. That is quite likely to be the opinion of a great many people who want to get more revenue. As it is now, the endowments of institutions invested in business property, of course, are usually subject to taxation; and I think there is a question as to whether even the buildings of the institution might not also be subject to taxation. The theory, of course, of college exemption from taxation is that it is a public service institution, rendering a service to the public, and is therefore entitled to exemption from taxation. Just what our successors will think of the matter we cannot tell.

DR. R. E. BLACKWELL (Randolph-Macon College): What about my question?

MR. TREVOR ARNETT: I think the way to do what you want, Dr. Blackwell, would be for the institution to prepare a statement giving the reasons why a person might properly give money for the promotion of higher education and then setting out in detail the needs and the claims of your institution. Then you should distribute it among the members of the local legal profession and among the local banks and trust companies.

DR. E. E. RALL (North-Central College): Mr. Arnett, how are you going to avoid suggesting or encouraging trust companies to keep hold of these funds and to prevent, therefore, the complete control of your own endowment as an institution, not only with respect to its investment but also with respect to its use, and how are you going, in encouraging this sort of thing, to prevent donors from making many and bothersome restrictions for this purpose and that purpose in the bequests or donations that they give? In other words, I have hesitated to distribute some of this literature because I think that the donors ought to give money outright rather than be encouraged to tie it down to so many restrictions.

MR. TREVOR ARNETT: I think that your point is entirely sound. We all believe in the principle you have stated, that donors should be encouraged to give their money directly to the board of trustees of the college or university; that they should be encouraged to give their money without restrictions, or with as few restrictions as possible. I think that principle is generally believed and entirely approved by almost everybody; but as you know, there are many bequests coming to institutions where the institutions had absolutely no say about them and didn't know anything about the donations until the probating of the wills. What we have in mind here does to some extent obviate the difficulty. It does give to the trust company a statement of the ways in which money given to your institution in trust had best be given. It suggests that it should be given for certain purposes and in certain forms. The Uniform Trust for Public Uses is useful and suggestive in this connection. It gives the forms suitable to gifts of this kind, and makes it possible to change the objective if the conditions are outlived.

DR. HENRY H. APPLE (Franklin and Marshall College): Madam President, I have been wondering whether there is anything on the part of this Association that can be done, looking forward to the protection particularly of privately endowed institutions against unjust taxation. As you probably know, in the State of Pennsylvania, the Commission on Taxation is proposing and has been pushing for a number of years the taxation of colleges. The plan embodies today the suggestion of the taxation of hospitals and churches as well



as colleges. Now, there may be a situation which will be met by other institutions, but there ought to be some plan by which the Association could help us in that work.

There is a peculiar situation perhaps in Pennsylvania, different from most of the western states. These privately endowed institutions for one hundred and twenty-five years have done the work of the state. They have conducted very largely a large part of the educational work, and they will continue to do it, and it seems to me that it is very unjust to think now of taxing that which has come to them and is to be used by them for a service to the state. They are still benevolent institutions, and whatever the conditions may be that will meet us in the future, they will continue to exist and there will be the growing need of them, but unless we are protected I think the tendency on the part of a great many people of the state will be to yield to the propaganda that is now being placed before them, for taxing these institutions. So, while we are thinking of larger endowments and greater equipment, we ought to be thinking and we ought to be doing something to protect them against inroads upon that which they now have, in order to render their best service.

DR. A. W. ANTHONY (Bates College): There is a Committee associated with the Federal Council, serving not the Council alone but all organizations in the missionary, the religious and the educational field. That Committee has a subcommittee on legislation. That Committee is busy now with four questions that relate to colleges and all other charitable organizations, using the word "charitable" in the legal sense. The first topic is the matter of requiring adequate notice to all beneficiaries under a will. The second is the amount of time required to elapse between the making of a will and its execution after it is probated. Ordinarily it is a matter of sixty or ninety days before a will is probated, and sometimes the entire question is whether the man was competent when he made the will five minutes before his death. That is one of the questions. Another question is the justice of limiting a man's proportion of estate which may be given to charity.

If we are in a way to cooperate and understand one another's necessities in the field of taxation, we will be prepared then for wise action. This Committee that I mention is undertaking to cooperate with the American Bar Association's Committee on Standardized Legislation, and I suppose the best approach to this whole matter of taxation is cooperation with that Committee of the American Bar Association. The Committee which is reporting today has in mind the cooperation with lawyers as well as with trust companies, and the cooperation with lawyers I suppose will do as much as anything possible for us now, to be ready for anything which may come through the legislatures by and by. Nothing can be done through the legislatures unless the conscience of the American people and the good



judgment of the American people approves. I think we can therefore dismiss that question.

May I tell of one use which could be made of the recommendation in the Commission's Report that is now before us? The question asked by Dr. Blackwell was: "How will this be used?" If you approve this report, immediately that approval will be known by the trust companies of this country. They meet in their annual session next month at New York, and if anybody wants an invitation to attend that meeting I can see that he will get it if he goes to the Hotel Commodore in New York. Our action will be a kind of an overture to the trust companies that we recognize common interests in the field; they are working in our field and we in their field, when we are building up permanent funds. The desire for cooperation will be expressed. Then if this report is adopted, your Commission is directed to put all of this subject matter into such form as the Commission may think advisable, approved by the Executive Committee, and circulated as a general statement; see that it is distributed through the Trust Company Division of the American Bankers Association and is ready for distribution by members of this Association.

It seems to me, Mr. Arnett, if you will allow me to make the suggestion, that it might be well to suggest, as you have in part done, that every president or every administrator of a college see to it that the trust company of his vicinity where his institution is located,—or he may select that community where most of his graduates are living or he may take several communities,—is advised, and that the trust company officials are invited to a luncheon or some conference that you have, and there you tell them of the soundness of your financial structure and what you have on your books, and get them enlisted as your coadjutors. You may then want some special statement of your own institution to supplement this general statement which could be put out in the name of the Association of American Colleges.

Excuse me for taking up your time, but I thought you might welcome my suggestion. (Applause.)

SECRETARY KELLY: I think the members of the Association ought to understand that this is Dr. A. W. Anthony speaking, an accredited representative of Bates College, of whose Board of Trustees he is a member. He is a member of this Association's Commission on Permanent and Trust Funds; he is also Chairman of the Financial and Fiduciary Committee. He is full of all kinds of suggestions and you may wish to see him personally during the course of the meeting.

MR. ARCHIE PALMER: I am speaking in my rôle of representative of the American Alumni Council. One of the previous speakers has asked how it is possible to eliminate some of the white elephant feature of bequests through wills. The various college alumni associations are endeavoring to meet that very situation.

One instance, which I consider the best, is that which prevails at Cornell University. The Cornellian Council, which is the money-raising organization of that institution, has designated a committee known as the Committee on Bequests, composed of prominent lawyers located all over the world who are loyal alumni of Cornell and as such very much interested in the institution, who stand ready to aid persons who want to include the University in their will as a beneficiary. Just having the Committee in existence doesn't serve entirely; you must get the other person interested. So the Cornellian Council in its official publication, issued regularly once a month, keeps hammering away at the existence of this Committee and of its willingness to assist persons.

Only yesterday I had occasion to talk with the Executive Secretary of the Cornellian Council and he told me of three instances of persons who are leaving large sums to the University just because of this type of education which the Council is doing. These men would probably not have been interested in including the University in their wills if it had not been brought to their attention in this way. The lawyers on the Committee stand ready to draw these wills without any expense to the individual. Mr. Flack, who is the Executive Secretary of the Council, mentioned that one of these wills was so complicated that the lawyer who drew the will said that it would have cost something like \$1,500 to have drawn that will under normal circumstances. This is done free of charge to the man, and of course the University is benefited and the information gets back to the institution that such a thing has been done. They are very optimistic as to what can be accomplished for Cornell through the efforts of this Committee on Bequests. Arrangements may also be made for the University to act as trustee of a trust fund created either during the lifetime of the donor, or by bequest, provided the University is the ultimate beneficiary of the trust fund.

DR. BOOTHE C. DAVIS (Alfred University): Madam President, I arise to move that the Report of the Commission on Permanent and Trust Funds be approved and printed, and that the Commission be requested to continue the work under the advice of the Executive Committee.

DR. A. W. ANTHONY (Bates College): It would be desirable, Madam President, if you saw fit, to appoint Mr. Arnett to represent us at the meeting of the trust company officers next month in New York; he would be given the floor, I am confident; he would have the opportunity to put the American college, this Association and the colleges behind it into the records, into the minutes, and into the consciousness of that assembly of trust company men.

The question was put and President Davis' motion with the suggestion of President Blackwell was carried.

## REPORT OF THE COMMISSION ON THE COST OF COLLEGE EDUCATION

PROFESSOR FLOYD W. REEVES, Chairman  
University of Kentucky

The report which I am to present is a report relating to the financial standards of regional standardizing associations. I am going to present the findings of the Commission drawn from a study made jointly by the Committee on the Cost of Instruction of the North Central Association of Colleges and Secondary Schools and the Commission on the Cost of College Education of the Association of American Colleges.

In January, 1927, a Committee on the Cost of Instruction was appointed by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Secondary Schools to make a study of the effects of the present financial standards of the Association. Data were obtained by personal visits to seventeen colleges, and a preliminary report was presented at the March meeting of the Association. Following this report an appropriation was made to continue the investigation for one more year. In the continuation of the cost investigation of the North Central Association it was decided to cooperate with the Permanent Commission on the Cost of College Education of the Association of American Colleges and to use funds from both the North Central Association and the Association of American Colleges in financing the investigation. The study was extended to include institutions outside the territory of the North Central Association.

In the preliminary report made to the Commission on Institutions of Higher Education of the North Central Association of Colleges and Secondary Schools, data were presented relating to educational costs in the junior college

and senior college divisions of a number of four-year colleges of liberal arts. This preliminary report appears in the North Central Association *Quarterly* for December, 1927, under the title "The Cost of Education in Liberal Arts Colleges."

President Donald J. Cowling, of Carleton College, is Chairman of the Committee of the North Central Association and President Coffman, of the University of Minnesota, is a member of the Committee. The Commission of the Association of American Colleges includes President Apple, of Hood College, Dr. Klein, of the United States Bureau of Education, President Zook, of the University of Akron, and Mr. Wintringer, Comptroller of Princeton University. The data here assembled have been reviewed by all of the members of the Commission and the findings represent the judgment of the Commission, based upon the facts obtained.

The data upon which this report is based were obtained by personal visits to thirty-nine institutions situated in fifteen states. Twenty-nine of these institutions hold membership with the North Central Association of Colleges and Secondary Schools, three are members of the Association of Colleges and Secondary Schools of the Southern States, and the other seven do not hold membership in any regional standardizing association. The thirty-two colleges holding membership in regional standardizing associations are as follows: Antioch, Bethany, Butler, Carleton, Center, Coe, Concordia, Culver-Stockton, De Pauw, Drake, Earlham, Eureka, Franklin, Georgetown, Gustavus Adolphus, Hamline, Hiram, Huron, Illinois, Illinois Woman's, Knox, Macalester, James Millikin, Illinois Wesleyan, Monmouth, Oberlin, Ohio Wesleyan, Phillips, Shurtleff, St. Olaf, Transylvania, Wabash.

The seven institutions not members of regional standardizing associations are California Christian College, in California; Cotner College, in Nebraska; Evansville College, in Indiana; Kentucky Wesleyan College, in Kentucky;

Lynchburg College,\* in Virginia; McKendree College, in Illinois, and Spokane University, in Washington.

Standard 12 of the North Central Association relates to finances. In many respects this standard is similar to the financial standards of other regional standardizing associations. The North Central requirement states that a four-year college must have a minimum annual income of \$50,000 for its educational program. At least one-half of this amount must come from endowment, taxes, or other stable sources other than payments by students. For each 100 students above 200, the institution must have an additional income of \$5000, one-half of which must be from sources other than student fees and tuitions. A four-year college which is not tax-supported must have a productive endowment of \$500,000 and an additional endowment of \$50,000 for each additional 100 students above 200. "Income from permanent and officially authorized educational appropriations of churches and church boards or duly recognized corporations or associations" is credited as income toward that part of the endowment required in excess of \$300,000.

Let us summarize as briefly as possible the major findings of the Commission under fourteen points.

1. The cost of educating a student in the junior and senior years of a four-year college is on an average 70 per cent. greater than the cost of educating a student in the freshman and sophomore years of a four-year institution.

2. For the thirty-two accredited institutions the average cost per student is \$266 for strictly educational purposes. This includes expenditures for instruction, for administration and for operation and maintenance of the physical plant. Most institutions spend funds for purposes not strictly educational in character. Examples of such expenditures are the payment of interest on debts, expenses for promotion, subsidies for dormitories and dining halls, and subsidies for students in the form of scholarships. A

\* Since this investigation was started Lynchburg College has received accreditation by the Southern Association.



few institutions have practically no expenditures of this type while others spend as much as \$100 per student for purposes which ought not be classed as educational. When these non-educational expenses are included, the average institutional expenditure per student for the thirty-two accredited institutions is approximately \$300 instead of \$266. However, I should like to point out that this figure of \$300 really has no significance, due to the fact that institutions classify their accounts in a variety of ways. Expenditures for deficits incurred through supplementary business activities are not educational costs and therefore should not be included. So, during the remainder of this paper, as I make reference to "educational expenditures" I am referring to those expenditures the average of which is \$266 per student rather than to the total current expenditures as reported by the institutions, the average of which is \$300 per student.

3. The cost per student for the non-accredited institutions is only two-thirds as great as the cost per student for the accredited institutions of a similar size.

4. The cost per student for strictly educational purposes in the colleges holding membership with regional accrediting associations ranges from \$583 in one institution with an enrolment of 350 students to only \$144 in another institution with 1500 students. Three institutions have costs per student above \$400. One of these has an enrolment of 300 students, one an enrolment of 400 students, and the third has an enrolment of 1700 students. Four colleges have costs per student lower than \$175. One of these has an enrolment of 400, one an enrolment of 600, and the other two have enrolments of more than 1000 students. Since it takes \$583 to provide an effective education in one of these institutions, one wonders what quality of education can be provided for only \$144 per student. I may say that both of these institutions representing the extremes in cost are in the North Central territory.



5. Students' tuitions and fees in the thirty-two accredited institutions amount to 62 per cent. of the expenditures for strictly educational purposes of these institutions. The range in the percentages which students pay of the cost of their education is very large. At one institution in Kentucky students pay only 26 per cent. of the cost of their education; this represents one extreme. The other extreme is represented by an institution in Indiana which charges students 94 per cent. of the cost of their education. The income which the group of institutions receives from endowment is 31 per cent. of the expenditure for educational purposes.

6. In the accredited institutions for the school year 1925-26 the average salary for all full-time members of the teaching staffs, for all ranks combined, was \$2464. At the institution paying the lowest salaries, the average salary was only \$1969; at the institution paying the highest salaries, the average was \$3426. The average salary of all staff members for all non-accredited institutions included in this report was approximately \$300 lower than the average for all accredited institutions. However, I should like to point out that the institution paying next to the highest average salary, is a non-accredited institution. The range in salaries received by full-time staff members was from \$800 for the most poorly paid instructor giving full time to the institution, to \$10,000 for the most highly paid professor who was not an administrative officer. As has been stated these data concerning salaries are for the school year 1925-26. Data have just been obtained relating to salaries for the present school year for those institutions which hold membership with the North Central Association. The more recent figures show that the average salary for the school year 1927-1928 for those institutions holding membership with the North Central Association is almost \$200 higher than the average salary for the same institutions in 1925-1926.

7. The expenditure for instructional salaries for the thirty-two accredited institutions combined constitutes 59

per cent. of the current expenditure which has been classified as expenditure for strictly educational purposes. Fifty-nine cents out of each dollar used for current educational expenditures goes into the salaries of teachers. The percentages of current educational expenditures going to instructional salaries vary greatly among the institutions. The extremes are represented by two Indiana institutions. In one of these institutions 75 per cent. of the current educational expenditures represents expenditures for instructional salaries; in the other institution only 47 per cent. of the current educational expenditures is for instructional salaries.

8. The cost per student is considerably higher in small colleges than in larger institutions. For colleges with enrolments below 350, the cost per student is 50 per cent. greater than that for colleges with enrolments of 1000 students or more.

9. The average salary of full-time teachers of all ranks combined is approximately the same for institutions with enrolments below 350 students as it is for institutions with enrolments above 700. The lowest average salaries are paid at institutions with enrolments ranging from 300 to 700 students. The average salary of teachers for the sixteen institutions falling within this group is \$300 less than the average for the smaller institutions and also approximately \$300 less than the average salary for the larger institutions.

10. There is practically no correspondence between the enrolments of institutions and the per cents of their funds expended for instructional salaries. Some of the smaller colleges spend only 50 per cent. of their funds for instructional salaries while others spend more than 70 per cent. of their funds for this purpose. At some of the larger institutions also, expenditures for instructional salaries constitute as much as 70 per cent. of the current educational expenditures while at other of the larger institutions expenditures for instructional salaries constitute only approximately 50 per cent. of the current educational expenditures.

11. The correspondence between the income which colleges receive from endowment and the amount that colleges spend for educating students is by no means close. Some institutions with relatively large endowment incomes have low expenditures per student for educational purposes. At these institutions the money is being spent for other purposes. There is a closer relationship between expenditure per student and the amount of income per student which colleges receive from tuition fees than there is between expenditure per student and the amount of income per student which colleges receive from endowment. Student tuitions constitute a better index of expenditure than do college endowments.

12. The correspondence between average faculty salaries and income received from student tuitions is as close as the correspondence between faculty salaries and income received from endowment. The amount colleges may spend for salaries does not appear to be even remotely related to the source from which their income is derived. The institution which pays the highest average salary to its teachers and also provides the most costly education of all the institutions represented has practically no endowment; the institution ranking second both with respect to expenditures per student and to salaries of teachers has a very large endowment.

13. The thirteenth point listed represents an attempt to answer a specific question. This question is: Do the present financial requirements of standardizing agencies result in an expenditure per student adequate for an effective educational program? The answer of the Commission to this question is "No." The present financial requirements of standardizing agencies do not guarantee an expenditure per student for current educational purposes adequate for an effective educational program. The average expenditure per student for strictly educational purposes in the thirty-two accredited institutions is \$266. Although all of these institutions under present standards are accredited,

yet one of them has an expenditure per student below \$150, five have expenditures per student below \$200, and eleven have expenditures per student below \$250. The Commission is of the opinion that thoroughly effective instruction can not be maintained in an institution of any size at an expenditure per student below \$250 for strictly educational purposes.

14. The fourteenth point is also an answer to a specific question. The question reads: Do the present financial requirements result in a satisfactory salary scale? The answer of the Commission to this question is also "No." In a number of institutions the present financial requirements of standardizing agencies do not result in a satisfactory salary scale for teachers. Three of the thirty-two accredited institutions have average annual salaries for full-time faculty members below \$2000, six of the institutions have average annual salaries below \$2100, and eight of the institutions, constituting one-fourth of the total number, have average annual salaries below \$2200. (I may say that these are the figures for the school year 1925-1926. It should be remembered that the average annual salary of teachers has increased \$200 during the past two years.) The Commission is of the opinion that an efficient teaching staff can not be maintained at an average salary lower than \$2200. We think that is conservative. (Laughter.)

The facts which have been presented show that the present financial requirements of standardizing agencies are not such as to guarantee an expenditure per student which is adequate for effective work; also they are not such as to guarantee a salary scale which is adequate to enable institutions to obtain the services of well qualified staff members. Since there is little relationship between the per cent. of income received from endowment and factors such as salaries and costs per student, the remedy certainly does not consist of further increases in endowment requirements. It is the opinion of this Commission that a means of remedying this situation would be through the develop-

ment of standards relating to expenditures per student and salaries of members of teaching staffs, and possibly to a strengthening of the standards relating to faculty qualifications.

I may add that in the North Central study we are now engaged in attempting to find the relationship between endowment income and the qualifications of staff members, and we hope to have this phase of the study completed prior to the meeting of the North Central Association.

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**THE ASSOCIATION OF AMERICAN COLLEGES**  
111 FIFTH AVE. NEW YORK, N. Y.



# REPORT OF THE COMMISSION ON ACADEMIC FREEDOM AND ACADEMIC TENURE

PRESIDENT W. W. BOYD, Chairman  
The Western College for Women

The Commission on Academic Freedom and Academic Tenure has not had a meeting within the last year until yesterday when only two members were present, President Lewis, of Lafayette College, and the Chairman of the Commission, three members being absent.

However, there was among the members a unanimous agreement established by correspondence that it might be well to submit to the presidents of the institutions in the Association copies of the conventions on academic freedom and academic tenure adopted by the Association three years ago and to ask the presidents to present these conventions to their boards of trustees and to report to the Commission the results. There was no request that they be adopted or approved, and it was just to find out what the reaction might be. The purpose was to acquaint our boards of trustees with the action of this Association, to keep them informed on matters of academic freedom and academic tenure and thereby to bring to our college teachers the assurance that college executives endeavor fully to protect their interests with boards of trustees. Furthermore, it was thought that such presentation might lead to the formation of methods of procedure within our institutions whereby future friction and dissension might be avoided.

In consequence, at the request of the Commission, the Secretary of this Association, Dr. Kelly, sent out three hundred and seventy-five letters to the college presidents. These letters were not distributed until the middle of July—too late for submission at the annual meetings of boards of trustees, usually held in June. That was not the fault of Dr. Kelly. He sent the letter out as soon as it was prepared and sent to him. Ninety-seven replies have been received. In eighty-six instances the conventions were



tabled, in seven by the board and in seventy-nine by the college presidents. I ought to say, perhaps, that every college president either said that he fully endorsed these conventions himself or that he felt sure his board would endorse them if they were submitted, or that they had had no trouble in the institution for ten or fifteen or twenty-five years and did not see any necessity for raising any issues within the boards. Nine colleges through their boards fully endorsed the conventions. Two colleges, through their presidents, do not seem to be in harmony with our resolutions.

At a meeting of this Association held one year ago, there were present three representatives from the American Association of University Professors. These representatives in reporting to their own Association at its recent annual meeting, December 30, 1927, at Cincinnati, made very pleasing reference to the reception which had been given to them by this Association and to the fact that there seems to be a very excellent spirit of good-will and cooperation existing between college administrators and college teachers. The University Professors had, through the Secretary of this Association, invited this Association to send delegates to their Association meeting in Cincinnati. Dr. Kelly asked Dean Chandler, of the University of Cincinnati, and the Chairman of this Commission to attend the meeting. We both were present, were cordially received and our greetings from this Association were graciously entertained. In discussing the conventions which this Association has adopted, we found that the other Association had adopted also the same resolutions, although they hope that in time we may go further in outlining methods whereby machinery may be set up in different institutions for the realization of the principles we have announced. Evidently there is lurking in the minds of some college professors the notion that college executives are arbitrary, dictatorial and not always open and fair in their work of administration. In presenting the greetings from this

Association I pointed out to the University Professors that a college president is primarily the executive officer of the board of trustees and that the board of trustees expected certain things from him, and in trying to interpret their minds it frequently did appear that he might be arbitrary, when after all it was simply carrying out instructions from the board of trustees. They very readily saw that and discussed it, and came to the point of view that there were problems that faced the administrator as well as those that faced the professor. It is thought that our approaches toward each other through our respective organizations presenting fully all difficulties which face us and seeking methods for the eradication of differences will eventually bring to the college professor that freedom and security which we all seek for him in order that there may be the fullest possible pursuit of knowledge and truth.

Your Commission recommends for the purpose of fuller and better understanding by our boards of trustees that the Commission again ask the college presidents to present our resolutions of 1925 to their boards and that copies of the resolutions be sent immediately to the presidents for this purpose.

I think that we ought to rejoice in the fact that the Association of University Professors is trying to be eminently fair to administrators. One of the problems that they took up at the Cincinnati meeting was: What moral obligation is upon us, as professors, to give full warning to the administration of an institution of our desire to leave it, so that we do not embarrass the institution by our leaving? They said they were under just as much obligation to give the same length of time in notifying an institution that they would expect the institution to give to them. So we are working towards the same ends. The main thing, I think, now is that we educate ourselves and our boards of trustees as fully as possible to the way in which academic freedom for our professors in their work of research and in their work of teaching may be made entirely open and they may feel secure.

## REPORT OF THE COMMISSION ON THE ENLIST- MENT AND TRAINING OF COLLEGE TEACHERS

DEAN OTIS E. RANDALL, Chairman  
Brown University

It will be remembered that at the meeting of the Association held in Chicago a year ago, it was voted to ask the American Council on Education to exercise its influence in securing the appointment of three representatives from the Association of American Universities who would associate themselves with our Commission and cooperate with us in a thorough study of our problems. The Association of American Universities very gladly and willingly responded to the invitation and appointed as their representatives. Professor Lovejoy, of Johns Hopkins University, Professor Henmon, formerly of Yale University, but now of the University of Wisconsin, and Professor Fife, of Columbia University. The members of the joint Commission have worked together very pleasantly through the year and have made as much progress as could be looked for when one considers the newness of the field of labor and the many and perplexing phases of the problem which had to be studied.

At a meeting of the American Council on Education held last May, it was voted to appoint a special committee made up of representatives from various associations interested in our problems to consider the feasibility of formulating a coordinated program of study and experiment on the subject of the enlistment and training of college teachers. This resulted in the appointment of the following representatives: President C. C. Little, of the Association of American Universities, Chairman, Miss Mary VanKleek, of the American Association of University Women, Dr. Charles

H. Judd, of the American Council on Education, Dean Otis E. Randall, of the Association of American Colleges, and Dean W. E. Smyser, of the North Central Association. The purpose of this committee is to keep each of the several groups now working on our problems informed of the activities of the others so as to avoid duplication and to encourage coordination of effort. In other words, this committee is intended to serve as a center of cooperation for the work of the other committees.

Your Commission augmented by the representatives from the Association of American Universities held their first meeting on May 3, 1927, when a careful review of the year's work was made and plans for future study were formulated. It was decided to ask the American Council on Education either through its own agencies or, if the Council thought best, through the Carnegie Foundation for the Advancement of Teaching or some other Foundation, to gather further information along the following lines:

(a) During the period 1921-1926, what proportion of college graduates entered graduate schools with the intention of preparing for college teaching?

(b) During this same period, what proportion of the highest ranking college graduates, say those graduating in the upper quarter of the class, have entered or are preparing to enter graduate schools with the intention of fitting themselves for college teaching?

(c) What proportion of college graduates who possess in addition to high scholarship other desirable personal qualities are preparing for the profession of college teaching?

(d) Is there reason to believe that a smaller proportion of college graduates of high scholastic standing and possessing exceptional personal qualities are preparing to enter college teaching now than prior to 1917?

(e) Are the economic conditions and the attractions in college teaching to-day such as to encourage promising young men and women to enter the profession?

(f) Can the study of Phi Beta Kappa graduates be brought up to date so as to show what proportion of Phi

Beta Kappa men and women are entering the profession of teaching?

We are very sorry to report that very little if any information was gathered from the sources to which we applied. The officers of the various organizations were apparently most willing to assist but frankly admitted that they had no agencies at their command through which they might secure the much needed material.

It was also voted to present a brief report of the work and plans of the Commission to the American Association of University Professors, to the American Association of University Women, and to other professional bodies with the request that these matters be brought to the attention of the local chapters for serious study and discussion. This report contained the following topics which we hoped might provoke discussion and arouse a new interest in the work of our Commission:

(1) Should candidates for the doctorate, who are planning to enter the profession of teaching, be required to devote a part of their time to special preparation for teaching as distinguished from the study of their specialty and from training in research?

(2) If so, about how much of the candidate's time should be devoted to such preparation?

(3) By whom should instruction and training for this purpose be given? (a) By existing departments of education? (b) By special departments or professors of collegiate education? (c) By each department separately? or (d) By some other means?

(4) Can college teaching be materially improved if more attention is given to training teaching fellows and student assistants in methods of teaching their subjects?

(5) What should be the content of courses designed to afford preparation for college teaching?

(6) Is it desirable and practicable for graduate schools to offer differentiated courses of study for students qualified for teaching only and for those giving evidence of ability



as original investigators in their fields, and if so, should distinctive degrees be granted to these two types of graduates?

We made an appeal to Professor J. H. Hollander, of the American Association of University Professors, for information concerning the economic condition of the profession, asking him if it would be possible for him to secure data upon the economic condition of college teachers, especially during the first five years of service and possibly during subsequent periods, and also data upon the comparative economic attractiveness of college teaching and other professions. Professor Henmon, of Yale, and President Hopkins, of Wabash, were also approached in the hope of ascertaining whether anything is being accomplished in the way of making the profession of teaching more attractive. The replies to our requests for light on these phases of our problem brought in very little information simply because no serious study of the questions involved had been made and no machinery qualified to carry on the necessary investigation seemed to be available. All individuals and associations approached expressed themselves as anxious to assist in every way possible, but frankly admitted that they had not the material we wanted at hand.

Our joint Commission met again in October, 1927, when we made a careful study of all the material which we had been able to secure. We decided at that time to send out a circular letter to the various chapters of the American Association of University Professors and to the chapters of the American Association of University Women in the hope of bringing to their attention some of the questions which we were studying and which we believed they should consider with us. We hoped by this action to arouse new interest in our work and to encourage widespread discussion upon such topics as seemed to us of serious importance.

During the year of study we have made a number of important observations and have arrived at a number of pretty definite conclusions. From all that we can learn

there are no direct agencies at work which would tend to encourage college graduates to enter the profession of teaching. Furthermore, it is a grave question as to whether any direct agency can be devised, at least at the present time, which will accomplish anything in the way of recruiting desirable college teachers. The prospective teacher will lay more stress upon his own observations than upon any theories which may be presented by specially appointed recruiting officers. In fact, we can not make much progress in interesting brilliant young men and women in the profession of teaching so long as conditions in the educational world remain as they are. In the first place, the general attitude of the American people toward education is far from ideal. We value education not for education's sake but rather for the practical use we may make of it. The great majority of men go to college not for mental growth and attainment but to make out of such mental equipment as they may have money-making machines. So long as this attitude exists no one can hope to make the profession of teaching very attractive to an ambitious youth.

We are often quoted as offering the greatest educational facilities in the world. We cite the millions we spend annually upon school buildings, grounds and equipment in order to educate our youth and feel confident that we have done all that can be done. We are forgetting that the quality of the education which we offer will depend more upon the character of the teacher than upon any material equipment which we may provide, and that we have no right to expect good teaching without paying for it. The nation which properly values education will be willing to pay an honest price for the service of those who play such an important part in the process.

The man who gets a college education should be required to pay the teacher the actual cost of the service rendered. He will be obliged to do that for every other purchase which he may make in life. Why should he pay less than cost for the most valuable thing which he is able to secure?

The attitude and action of boards of trustees and college governing boards toward those on the teaching staff will have much to do with our success or failure in interesting promising college graduates in the profession of teaching. These governing bodies do not always recognize the vital importance of promoting members of the staff and raising their salaries whenever such promotion in rank and salary is deserved through excellence of service either in teaching or in research. Governing boards apparently are not aware of the importance of making sufficiently liberal provision for sabbatic leave to make it possible for instructors and young professors to get away from their routine tasks at proper intervals and to take advantage of the many opportunities for study in other parts of the world.

Failure on the part of college governing bodies to recognize real worth in teaching and in research profoundly affects not only the quality of teaching by members of faculties already in service but also the quality of teaching by members of faculties to be acquired. Capable young men will be much more inclined to select college teaching for their career when they know that meritorious work will be recognized and properly rewarded.

College authorities might be reminded that they would find it less difficult to speak when they wish to dismiss undesirable teachers if they show proper appreciation of genuine worth in those teachers who have demonstrated their value to the institution.

It is noticeable that the teacher, and particularly the professor, is held in much higher esteem in other countries than in the United States. This is due almost entirely to the disgracefully small salary which he receives and which makes it impossible for him to live as a man of his standing should live. A promising youth will not be tempted very strongly to spend ten to fifteen years and as many thousand dollars in preparation for a position which will not command the respect of those in the community in which he lives. It is simply useless to make any direct effort toward

recruiting college teachers until we have succeeded in making some very radical changes in such conditions as we have outlined above.

The most direct agency which may be employed at the present time toward the enlistment of teachers for college work is the college professor himself who by his life, work, and example places the profession which he graces on the high plane where it belongs and in a favorable light when compared with other callings. This personal example is often so strong as to outweigh discouraging influences and to lead a man into service, come what will. Scores of college professors to-day will testify that they adopted their profession simply because of their admiration for some ideal professor and the effective methods which he employed in teaching his subject.

The enlistment of good material for college teachers is a much more important preliminary to the work of training than might appear at first thought.

In the opinion of nearly all who have answered our questions, it is a waste of time to attempt to train for college teaching or any branch of teaching those who have not the ability and do not possess by nature those peculiar qualities which experience has shown are essential to success in teaching. In fact many have frankly stated that our first task is to discourage the clearly incapable and unpromising young men and women from making any attempt to prepare themselves for college teaching. The task of recruiting and selecting the best is a matter of no small importance and must be carefully considered before we can proceed with any degree of safety with the plans for training.

We find that little consideration has been given to the question of providing any special training for those who are planning to enter the profession of college teaching. There is a quite general belief that there are no agencies or institutions now in existence which are capable of rendering any safe assistance in this direction. In fact many educators

claim that no such agency can be created. They firmly believe that after a man has completed his course in a graduate school he should be able to teach, and if he cannot there are no external influences which will give him that capacity.

We are not inclined to share these views. It may be that we have no acceptable agencies at our disposal at the present time, but it does not necessarily follow that none can be created. The main trouble is that there has been no demand for such agencies. We have lived under the erroneous assumption that method in college teaching was not of sufficient importance to demand any special consideration. It has been assumed that all that should be expected of a professor is that he shall know his subject, for under these conditions the transference of his knowledge of the subject matter to the waiting pupil, which apparently is the only important obligation resting upon him, will automatically take care of itself. We have been inclined to overlook the larger mission of the teacher, which he is more likely to perform through the agency of his method of teaching than through his knowledge of the subject which he teaches. The teacher who looks upon his pupil simply as a mental receptacle which it is his sole duty to fill with knowledge is overlooking his great opportunity and his chief obligation. His task is not to encourage a merely receptive attitude on the part of the pupil but rather to arouse the youthful mind into life and action so that through this medium he may put into service those latent talents which he may possess. Mere knowledge of subjects which he has studied in college makes the graduate little better than an encyclopedia so far as the service which he will be able to render to his fellow men is concerned.

To say that a college teacher needs no particular training or is incapable of any special instruction in methods of teaching is just as ridiculous as to say that the painter, the sculptor, the musician, or the actor needs no instruction or training in the technique of his profession. Our greatest



artists and best known actors have submitted to the severest types of discipline and training conducted by recognized masters in these professions. By this process each generation passes its accomplishments down to the succeeding generation. We must admit that there are relatively few masters in methods of teaching in whose hands we would care to place the prospective college teacher. But there are men of this type in every university. They are giving their attention to study and research which in the opinion of university authorities is of much more importance than instruction in methods of teaching. Sometime we may look upon method in teaching as of sufficient importance to search out these master teachers in the different college centers and assign to them the care of the recruits which we are trying to persuade to enter our profession.

Answers to our numerous questions show a new and a widespread interest in methods of teaching and a general recognition of its significance in the education of youth. Educators all over the country have expressed their high approval of our efforts to discover means by which improvement in this direction may be accomplished. The great majority, however, are doubtful as to the probability of success. The members of your Commission are quite aware that we are in no position even to recommend any system of training or any institution of instruction which would meet the needs of the thousands of prospective teachers who are preparing to enter or who have already entered the field of college instruction. No one has the right to expect to accomplish a task of such great proportions and of such wide significance by one stroke or in a short period of time. No great changes in our educational policies have ever been accomplished suddenly. If by our effort we may be able to make a beginning and somehow prepare the way for a gradual but sure development of an acceptable method of procedure, we shall feel that our services may not have been in vain. To accomplish even this we must first convince college educators that the work upon which we are

engaged is of grave importance and is worthy of their keenest interest.

In connection with our investigation we have discovered that a great many college officials are under the impression that the methods of training adopted by graduate schools and schools of education of graduate rank are unsatisfactory and inadequate so far as they apply to the training of prospective college teachers. We believe the time has come when graduate schools and schools of education which have the capacity should give their best thought to the theory and practice of college teaching.

After two years of study and deliberation, your Commission has reached the point where we feel that the Association of American Colleges, under whose auspices we have been working, should be called upon to express its opinions emphatically. We therefore venture to make the following recommendations for your consideration and possible adoption:

1. That the action of the American Council on Education in appointing a special Central Committee to serve as a clearing house for the several groups now working on our problem be heartily endorsed by this Association.

2. That this Association urge upon the Central Committee the importance of enlisting the interest and cooperation of other organizations such as the American Association of University Professors, the American Association of University Women, etc., in a common effort toward an improvement in college teaching.

3. That this Association express to this Central Committee our earnest desire to cooperate in every possible way with any and all groups who may be studying the problem of college teaching.

4. That this Association request the Central Committee to consider the advisability of undertaking a comprehensive survey of existing conditions in the field of higher education, involving the use of one or more full-time men who have experience and vision and who may be able to gather

much needed information by conference with college officers, teachers, and undergraduates throughout the country.

5. That this Association request the Central Committee to consider the advisability of enlisting the interest of some of the educational foundations in the hope of securing from them financial support in an attempt to carry on the survey proposed above.

6. That this Association request the Central Committee to use their best effort in pointing out to the faculties of the colleges and graduate schools the importance of suggesting to promising students the advantages and opportunities of the college teaching career.

7. That this Association request the Central Committee to point out to boards of trustees or other college governing bodies that they can do much toward interesting young men and women in college teaching by making use of all agencies within their power toward an improvement in the welfare of the members of the teaching staff in their employ.

8. That this Association request the Central Committee to urge those institutions which are giving considerable attention to vocational guidance to lay more stress upon the importance of the profession of college teaching in the hope that this profession may be fairly presented in its relation to other callings.

9. That this Association request the Central Committee to act as a bureau of information and advice with the understanding that they are to receive and answer, to the best of their ability, all inquiries which may be made with reference to the enlistment and the training of college teachers, and with the further understanding that they shall prepare and send to all interested colleges and graduate schools literature bearing upon the enlistment and training of college teachers, and call their attention to any literature upon this subject which has already been published.

10. That this Association ask the Central Committee to prepare a program of procedure which might be followed by colleges and graduate schools interested in the training

of college teachers and to send this program to colleges and graduate schools generally.

11. That this Association ask the Central Committee to incorporate in this program the following suggestions in the hope of encouraging college and university faculties to do what they can in the way of self instruction:

- (a) Encourage discussions on proper methods of teaching in college.
- (b) Make proper provision for systematic supervision of teaching in the several departments of the college.
- (c) Give demonstrations of effective teaching in college.
- (d) Make provision for a series of experiments in which both the older and the younger members of the staff in a department may try out various methods and plans of teaching the courses in that department and present the results of these experiments to the general faculty for consideration and discussion.
- (e) Make provision for a series of exchange visitations in which the older professors may visit the classes of the younger instructors with the intention of criticising and suggesting, and in which the younger instructors may have the opportunity of visiting the classes held by their seniors, with the purpose of learning from those who have had larger experience and with the privilege of offering suggestions of their own.
- (f) Encourage the establishment of assistantships and part-time instructorships for the benefit of graduate students who are planning to become college teachers and who are willing to do such work in connection with their graduate course.
- (g) Encourage seniors in college and graduate students who are planning to enter the profession of college teaching to serve apprenticeships as teachers in the local secondary schools.
- (h) Encourage the faculties of the colleges and the graduate schools to call upon capable and serious-minded students to make an honest and careful estimate of the teaching efficiency

of the members of the faculty and to present their findings to the faculty.

12. That this Association ask the Central Committee to urge schools of education to give their best thought to the theory and practice of college teaching.

13. That this Association ask the Central Committee to urge the graduate schools to face the seriousness of the problem of efficient teaching in colleges in the hope that they may recast some of their methods and some of their ideals, and put forth their best efforts toward a study of effective college teaching in the various departments.

14. That this Association continue the study of the problem of the enlistment and the training of college teachers, and that it reappoint the old Commission or appoint a new Commission to carry forward the plans and recommendations now before us.

15. That this Association request the Association of American Universities to continue its cooperation with us during the coming year in this work, and to reappoint as its agents the three gentlemen who have rendered such valuable service during the past year.



## REPORT OF THE COMMISSION ON COLLEGE PERSONNEL TECHNIQUE

DR. ADAM LEROY JONES, Chairman  
Columbia University

The Commission on College Personnel Technique has continued its studies along the lines followed in the past few years. Last year we presented a report reviewing the work done in more than two hundred and eighty colleges in the fields of the admission and care of freshman students. The data covered in that report included information regarding selective systems of admission, freshman week, advisers for freshmen, survey courses, the administration of entrance requirements and of discipline, and educational research bearing directly on the freshman year.

A considerable number of the reports received last year seemed to indicate that it might be worth while to study further and in greater detail several of these topics. Those selected for further study were the following:

1. The use of other than scholastic considerations in selecting among candidates for admission.
2. Student advisers for freshmen.
3. The content and scope of survey courses and the results obtained by their use.
4. Educational research bearing on the work of the freshman year.
5. (A topic suggested by Dr. Kelly and not included in previous inquiries.) The housing of freshman students.

In the inquiries which were sent out, colleges were requested to submit further information on the topics to which, judging by their previous reports, they might have special contributions to make. Inquiries were sent to nearly one hundred institutions and replies were received from more than three-fourths of them.

1. It appears that of the institutions replying nearly forty do include something definite and specific beside scholastic considerations in selecting among applicants for admission.

We noted in our report of last year that a large number of institutions listed character as one of the considerations taken into account. A number of others listed personality, general ability and fitness for college, health, leadership and participation in school life.

In the reports received this year we have much more detailed information regarding these matters, though methods of evaluating the data are not very clearly indicated in the reports.

Practically all of the institutions require detailed information regarding the character and quality of the candidate, and many of them indicate with some definiteness just what they mean by character and quality. The blanks used by half a dozen different colleges for this purpose list among them more than seventy qualities, most of these being mentioned by only one or two institutions. There are a few institutions which use approximately the same list, one of the earliest lists issued for the purpose.

While the qualities listed are very great in number, it is possible to group them under a limited number of headings. The following list would cover most of them: industry and perseverance, force of character, steadiness and self-control, self-reliance, loyalty, cooperation, social mindedness, integrity, attractiveness, ambition, scholarly interest, social background, common sense, modesty, neatness, enterprise, kind of influence upon associates, leadership. In a number of cases the blanks which list the qualities about which information is desired make it possible for the person supplying the information to indicate by a check mark the extent to which the candidate possesses the quality in question. Sometimes the scale covers only three degrees, such as positive, indifferent, and negative; sometimes it covers as many as six or seven.

There is no question that in at least twenty of the institutions replying these personal qualities are carefully weighed and considered. There are several which report that they consider carefully, so far as they can, the question of whether the character and ambitions of the student are suited to the spirit of the institution and the kind of work it is doing. The relative value of the qualities listed and the weight to be assigned to each in comparing candidates is apparently left to the individual judgment of the admitting officer or committee. While it may be that progress has been made toward measuring honesty, there are many of these qualities for which no kind of objective scale has been devised. Nevertheless, in the hands of a good judge of character the data, however imperfect, may serve a very useful purpose. As noted last year a good many institutions employ a psychological examination of some kind, usually some sort of aptitude test, although in some instances an achievement test is substituted, or a combination of aptitude and achievement test is used.

Several colleges put a great deal of emphasis upon a personal letter which the candidate is required to send in his own handwriting. The composition of the letter, the handwriting and the style are regarded as possible sources of light on the quality of the student. He is usually asked in this letter to tell something of his history, his tastes and his ambitions. A few institutions send a candidate a self-estimate blank on which he supplies to the best of his ability information regarding his preparation and his qualities.

Several colleges put considerable emphasis upon letters from alumni who have personal knowledge of the candidate. A few write fully to the candidate's references for detailed information regarding him.

Questions have sometimes been raised regarding the value of recommendations from principals, teachers and personal acquaintances of the candidate. Most institutions seem to have a good deal of confidence in these reports. It seems safe to say that an adverse report upon a candidate is

usually significant. Favorable reports are not always so reliable. It is apparently true that many principals and teachers view their pupils in a somewhat rosy light when it comes to reporting upon them to college offices. Some of the blanks employed in obtaining the information for which the colleges ask are very suggestive. I wish it were possible to report in full ten or a dozen of these blanks.

An increasing number of colleges is emphasizing the importance of the personal interview. Several require such interviews of all candidates. Candidates who are too far away to visit the college are interviewed at their schools by some representative sent from the college or by some local alumnus. Colleges emphasizing the interview stress its great importance as a source of information regarding the student's character, personality and promise. Dean Walters states that the interview is the most important part of the selective system at Swarthmore, and there is no doubt that several other institutions would give it equal importance. It is interesting to recall that in the earliest history of some of our American colleges, candidates for admission were commonly selected by the president of the institution who interviewed personally each candidate, usually including in the interview a more or less formal examination in subject matter, but directing his inquiries toward the discovery of qualities of character as well as preparation. While it is difficult to get anything very definite in the way of light upon the results of the employment of the selective systems which are in use, the colleges employing them seem without exception to be pleased with the results. A more alert and intelligent student body, fewer failures and more work of high quality are claimed, apparently with justice, as the fruits of these systems.

By way of summary, I would say that these selective systems employ beside the usual scholastic considerations such items as an aptitude test, detailed reports from schools and other persons on the candidate's mental, moral and social qualities, a personal letter from the candidate himself and

an interview with him, and that in general these systems are giving excellent results.

2. Our second question had to do with the matter of *student* advisers for freshmen. It seems very difficult to make questions in a questionnaire perfectly clear. A number of institutions replying described their systems of faculty advisers for freshmen and sent interesting information regarding faculty care of freshmen (*e.g.*, Syracuse). What we are interested in in this report is the use of older students as advisers to the incoming students. There are at least eight institutions in which older students do serve more or less formally as advisers to incoming students.

At Agnes Scott College they have what is called the "Grandmothers' Club" made up of older students carefully picked by the dean's office and responsible for giving personal directions and advice to the new girl from the student viewpoint. This is in addition to an effective system of faculty advisers.

At Newcomb College the members of the junior class serve as "Big Sisters" to incoming freshmen, and sometime in the course of the summer every incoming freshman receives a letter from the junior who is to be her big sister in college.

At Smith College there is a large and well selected student advisory committee for freshmen. The chairman is a member of the Student Council. The committee works in close cooperation with the Personnel Director. It has been found of great service in helping to adjust the new student to the life and work of the college.

Vassar has also a plan of selected junior and senior advisers for freshmen. Some of these advisers are extremely helpful to the freshmen.

Wheaton College, Massachusetts, has senior advisers, the adviser being a student who comes from the same locality and if possible from the same school as the freshman whom she is to advise. Some of the senior advisers have been found by the dean to be of the greatest value and it is her



opinion that (working under her direction) they are quite as useful as members of the faculty.

At Hunter College juniors serve as advisers for freshmen and continue this relation through the senior year. This promotes class spirit and the sister classes keep close together. The system has developed a very fine feeling throughout the college and the incoming freshman feels that there is always some older student who is interested in her.

Gettysburg has a system of senior sponsors, every freshman being assigned to a senior counselor. The system has been found very helpful.

At the University of Michigan selected junior women serve as advisers to freshman women.

At Dickinson picked members of the senior class live in the freshman dormitories and serve as advisers to the freshmen.

While the results of these systems are not uniform and not always as good as is desired, the colleges concerned are in general very well pleased with their results.

Faculty advisers are not usually dispensed with but the older student is thought to be in a better position to understand some of the freshman's difficulties than is the faculty member.

3. The additional information received with regard to our third question—that having to do with the content and scope of survey courses, is interesting and significant. The courses are of several different types:

(1) One type is a course which attempts to give the student an orientation in the college. It may consist of information having to do with college life in general, or it may be somewhat narrower in scope and seek to present the ideals and offerings of the institution itself. In one case it is still narrower, and has for its purpose the guidance of the student in the technique of study and in the conduct of daily life.

(2) The second type of course is a general introduction to the curriculum. In some cases the course attempts to be

a preface to the whole curriculum. In some cases it has to do primarily with the most important departments and it may also attempt to show the relations of the various elements of the curriculum to some of the more important vocations.

(3) The third type of course is a survey of a special field of knowledge such as literature, biology, mathematics, social science, philosophy, psychology.

(4) In the fourth type the course has as its aim a study of man in his physical and social environment. In some cases various subject matters are welded together so far as possible into one or two main bodies of knowledge. In some of them there is a succession of subject matters without much attempt to introduce unity among them. In Wells College, besides a freshman survey course in modern history there is a senior survey course in the history of civilization. In general, it may be said that survey courses most frequently emphasize the field of the social sciences, though in some of them the main emphasis may be placed upon the physical sciences. In about three-fourths of the colleges reporting on this point the course is prescribed for all freshmen; in one or two it is not prescribed but is prerequisite to other important courses.

There is a wide difference in the amount of time devoted to survey courses. In one institution there is a series of lectures, one hour a week for one semester. The most typical survey course is given for three hours a week through one year. There are a few institutions which have two survey courses—a three-hour course through the freshman year and a second three-hour course in a different subject matter through the sophomore year. In a few cases the course occupies as many as five hours a week through the freshman year. Obviously a survey course which attempts to present any considerable body of information cannot be given in less than three hours for one year, and unless great care is employed in the selection of subject matter and the presentation of material, even then there is

danger that it may lay itself open to a criticism offered by the representative of a college which does not have a survey course, the criticism, namely, that the course is a tabloid presentation of a large amount of scattered information.

The results of the courses depend also to a considerable extent upon the method by which they are conducted. There are a number of institutions in which the course consists primarily of a series of lectures given by a number of different members of the faculty in succession. In a few cases these lectures are supplemented by class work in sections under the direction of instructors. It seems to the writer of this report that a course conducted in this manner cannot usually have a great deal of value. I have known of one course or another of this kind in various colleges in the past twenty-five years. In one institution the students described the course in question as a vaudeville course, and while it had some of the values of a good vaudeville it did not leave in the minds of most students much more of importance than would be left by a good vaudeville. The courses which have been most successful, so far as our data indicate, are courses which require thorough and systematic work on the part of the student in small classes under the direction of teachers who do very little if any lecturing, and who continue with the same sections throughout the year. There is great danger even in such courses that, instead of presenting to the student a series of significant related problems with introduction to the data for the solution of these problems and the suggestion of suitable methods for obtaining a solution, the course shall be simply a mass of subject matter with ready-made conclusions and with a tendency to deaden interest instead of stimulating it.

The reports do not include in most cases very much information regarding the texts used in these courses. A few use the Columbia syllabus and a few use the Chicago text. In one course Edman's *Human Traits* is the main text supplemented by Fulton's *College Life*. Two institutions use Turner's *American Civilization*. In one survey course in

modern history, Schevill's *History of Europe* and Robinson's *History of Western Europe* are the texts. In another course Fuerter's *World History* is the principal text. In many cases the course seems to be made up primarily of lectures.

4. We did not receive a very considerable amount of valuable information regarding research in matters pertaining to the freshman year. A good many institutions are checking up on the use of tests of one kind or another, particularly psychological tests, and the correlation of the tests with college work. A number are studying freshman failures and the reasons for such failures. Several are giving attention to their program for freshman week and the results attained. Several are making a general study of their whole admission system.

A number of colleges are making careful studies of personnel record cards. A few sent samples of their cards but the data at hand are not sufficient to make possible a report of any value. The matter is extremely complex and important and a detailed study of the cards used and the results attained should be made. This is a question which, while it especially concerns freshmen, has to do with the student throughout his whole college course.

It must be admitted that a good many of these research projects seem to be somewhat indefinite though there are some which are specific and definite. In a few institutions there are consistent and continuing programs of investigation. Outlines of several such studies have been received. One institution for colored students, Lincoln University, has made a very careful and systematic study of the records made by students coming to it from the various secondary schools and it will be able in consequence to administer its entrance requirements with greater effectiveness. Professor Cade at the University of Arkansas, has made an interesting study of "Errors in Grammar not Recognized by Freshmen." Seton Hill College has made a careful study of the predictive value of the Thurston test for its students,

finding it a better index of future success than high school records. Lawrence College, which does not report a detailed investigation, finds the high school records better than any test. Mr. Woodmansee, of Ripon College, embodied the results of his investigation of the mortality of college freshmen in a paper presented at a meeting of registrars in Madison, Wisconsin, last June. The University of Maine studied the correlation of ranks under the various parts of their interview card and fall semester grades and found it so low that they decided to revise their card and use it for a different purpose. Yale, Wellesley and many others are studying the relation of various criteria for admission to success in college work.

In many of the colleges which are conducting more or less research there is not yet anything ready for publication. In most cases the results when attained will probably be chiefly of local interest. The most interesting program which has come to our attention is that at Stanford University where a printed faculty bulletin is issued by the registrar's office at frequent intervals. It contains careful statistical reports and general comment on a great variety of matters having to do with the admission and care of students. Three issues in April, May and June, 1927, dealt comprehensively with the question of upper division scholarship. They contain a great deal of valuable information bearing particularly upon the performance of students entering with advanced standing and the various factors affecting their success in their work. Careful study of these reports would repay any college interested in personnel questions.

The reports received by the Commission in the past four years contain a great deal of information which it has not been possible to embody in our reports. It seems to me that it would be highly desirable for someone, possibly a suitable candidate for a doctor's degree, to make a thorough-going study of all the data received, to supplement these data by further inquiries, and to publish the whole in a monograph



which should contain among other things a full report on some of the outstanding examples. At least a dozen institutions, among others, have fairly elaborate systems of admission which might well be better known to the rest of us. I would cite especially such institutions as the University of Maine, Dartmouth College, Barnard and Columbia Colleges, Swarthmore College, Princeton University, Davidson College, Agnes Scott College, Northwestern University and Stanford University.

It might well be worth while for the successors of our present Commission to try to find out in some way what effect this whole development of personnel technique is having upon the student body. While most of us feel that the results are excellent, there are skeptics who think that the thing is being overdone; that there is danger of overhandling the student and of crippling his initiative and self-reliance. It is true that most of the skeptics seem to be in colleges which are not doing much in this direction and that most of those who have proved the pudding find it good. But the skeptics should have an opportunity to show whether or not they have a case.

It is, of course, true that unsatisfactory results in some cases would not mean necessarily that the systems were faulty. They might result from poor administration. In general, the colleges which have reported to us believe strongly in the measures that have been taken to improve the quality of the student body and to make their college work more effective.

## RESEARCH IN COLLEGES\*

PROFESSOR MAYNARD M. METCALF,  
Johns Hopkins University

During twenty years of teaching I have been accustomed to talk to my pupils, especially to those who were nearing the end of their college course, upon the educational value of intensive study of some subject, however small, to the point of mastery and of confidence in mastery of that subject, urging them, if they could not go on to regular graduate study, at least to take up something, even if nothing more than the habits of some insect in their back yard, or some feature of the history of the town in which they live, or anything else that appeals to them, and follow it until they know a lot about it and until they know they know a lot about it. If by good fortune they could find some man of established reputation making some reference to this subject, and being mistaken, so that they could correct him, however much of an authority he might be, then their feeling of confidence in their own mastery would be strengthened. They would then realize that they were themselves authorities in their little field, and having once become an authority each would forever after despise authority. Emancipation from subservience to authority, from the fear of the printed word, is an essential step in the acquirement of a real education, and any education that stops short of this point is essentially defective. An educated man should think, not under the dominance of men of scholarly attainment but independently, judging others' work as he would judge his own, realizing the fallibility of the scholar. He should think *with* them as a fellow student, and not overawed by their reputation.

\* Submitted in lieu of a report by the Commission on Faculty and Student Scholarship, President E. S. Parsons, Marietta College, Chairman.

I believe that no man should be teaching in college until he has reached this point of justified respect for his own judgment. This argues of course that no one who has not engaged in scholarly work of a productive sort, whether or no he has published, should be admitted to teaching in college. In common parlance, the Ph.D. degree, or its equivalent in training, should be demanded of all teachers in college.

But this is not enough. Productive, independent scholarship should continue. The graduate student gets only a start in the university. When he becomes a teacher the spirit of independent scholarship, of productive scholarship, needs to grow and strengthen if he is to teach masterfully rather than subserviently, if he is to have in his teaching that quality of inspiration which is the crowning glory in a teacher. Knowing his subject is the first thing. He also must continually study teaching method, finding and improving his own method. And *his* method will not be exactly the same as any other man's. Independent observation and independent judgment of his job and of himself in his job is essential. But of at least equal importance with expertness and faithfulness in teaching method is the quality of inspiration, for which, at its best, there is necessary a genuine devotion to one's special subject, devotion to the point of sustained service, in order that knowledge of his subject may increase through his labor as its devotee. The most inspiring teaching calls for an enthusiasm for the subject that finds outlet in productive study, vital interest so keen that it sustains the teacher in the drudgery which is a large element in productive scholarship. Essential to the most worthy teaching are knowledge, method and inspiration, these three, and the greatest of these is inspiration.

In a teacher the spirit of productive devotion to his subject and of keen enjoyment in it, in spite of the drudgery of true scholarship, is highly contagious. We should expose our college students to this contagion. How can they

realize the satisfactions in the intellectual life, in the search for truth, how can they acquire the productive spirit and feel the urge to intellectual adventure, in any other way so effectively as by close contact with mature minds quickened by this spirit. We owe it to these students to bring them into such contact.

College students in general choose their life work during their junior or senior year. If they are to choose the life of productive scholarship, this life must be vivid to their imaginations—and how can this be unless they have had vital contact with men full of the research spirit, devoting their lives to the search for truth and to helping others get in on the fun of this great game. We need college teaching, instinct with the idea of GROWTH, *growth* of knowledge in the past, present *growth* tendencies, needs for future *growth* in specific directions, avenues of approach to solution of imminent problems—such teaching as will stir the spirit of intellectual adventure in the students and will make vivid to them the fun of the game; and all, of course, with the background of service to society, a religious devotion to truth, its discovery and its loyal application, its loyal living.

It isn't only in the library and in the laboratory that this devotion may be shown. Every man in his job, whatever it may be, if he has caught the spirit of discovering the new and applying it, can exercise this spirit of production. It is not only the ablest college students who should feel it. It's a sad thing for any college man to fail to get at least some of it. It was with the hope of stimulating the intellectual life of the college, of infusing it to a higher degree with the contagious spirit of intellectual production, as well as of intellectual appreciation, that some of us have stirred up discussion of research in colleges.

Certain things are especially needed and certain others are very helpful in the encouragement of college teachers in research.

(1) Let it be expected of them, and let them receive consideration for its successful accomplishment.

(2) The demands of teaching and of committee work should be so planned as to leave a reserve of energy and of time for productive scholarship. This, when thought through, involves a small student body and a large faculty.

(3) Salary should be sufficient to free the teacher from the necessity for gainful occupation outside of his regular teaching.

The relations of the college administration to the teacher and his research deserve careful thought in each institution. First, in all our conferences and discussions major emphasis has been placed upon having a *research committee* in the college. Second, a *research fund*, preferably at the disposal of this committee, from which grants may be made from time to time, has been found of the greatest value. Third, in each departmental *budget*, appropriation should be made for the reasearch of each teacher in that department if he needs such appropriation. Fourth, *clerical work* should be done by clerks and not by teachers. Fifth, research assistants are just as useful and as natural as are assistants in laboratories or in other phases of teaching.

Quality of product, that is, of graduates, not quantity, is the worthy ideal. Limit numbers to the point where good teaching can be done. Get rid of the less worthy students. If such high-grade college work cannot be given with present facilities to worthy students seeking it, let more funds be provided. It is up to the community. But do not consent to let pressure of numbers cause acceptance of low-grade college teaching. Seek quality, not quantity.

All this is expensive. *Good* teaching is very expensive but only *good* teaching is thoroughly worth while. There should, therefore, be given to the colleges financial assistance for the support of the research of their teachers and for the reduction in the hours of teaching to the point where worthy research becomes possible and attractive to them. An attempt is now being made to present this need to some



of the foundations interested in education, the point of view being better teaching, teaching with contagious inspiration to the search for truth, the contagious spirit of production. But there is a second end in view, namely, the securing of a larger percentage of the ablest college graduates for the life of research. The same means which quicken the intellectual life of the college will stir the intellectual ambitions of the students and direct more of the ablest of them into productive scholarship, and into the best type of college teaching.

As a matter of sad observation, it is true that there is a most unfortunate slump in the research of young doctors of philosophy when they begin teaching. This is not altogether unnatural. When the young man begins his teaching he is faced with a somewhat new set of problems which gather around his need for working out his best teaching method. It is especially important just at this time that he be helped to keep the proper balance between his own scholarship and his attention to teaching method. It is disastrous if he fails in either direction. The colleges have as a matter of fact been remiss in failing to stimulate adequately the young teacher either in finding himself as a teacher or in continuing his productive scholarship. But they have been more remiss in the latter regard. Inspiration is even more important than method and productive scholarship is the best stimulus to teaching which shall be full of inspiration.

During the last thirty years or so much has been done to increase American emphasis upon research. True research universities have been developed. There are some very effective institutions for research alone, unassociated with teaching. In the universities are many scholarships and fellowships for the aid of graduate students. In a number of important subjects there are research fellowships available for young doctors of philosophy, but the policy of administration of these fellowships has barred teachers on a year's leave of absence from receiving them. The Guggen-

heim Foundation gives research fellowships to a few somewhat more mature scholars, but in general there is very little financial encouragement and aid available for established college teachers in the prosecution of their researches.

The existing aids for research hardly register as stimuli to college students to enter upon the life of research. They do not aid college teachers and quicken their spirit of productive scholarship. The appeal to the intellectual life and to productive scholarship needs to be strong in the college as well as in the graduate school. Great things have been done for American scholarship, but the effort and money so expended have not had their proper full effect. A comparatively very small further expenditure, carrying the stimulus down into the college will have a disproportionately great effect by completing the circuit between the growing American spirit of productive scholarship and the college students, from whom research recruits must be drawn.

You are familiar with the attempts which our group has made to stir up discussion of this subject among the colleges. The Joint Committee upon Encouragement of Research in Colleges,\* to which your Association furnished one of the seven members, is now seeking financial cooperation between foundations outside the colleges and such colleges as are willing to undertake specific aid to the research of their teachers. We are seeking a fund from which grants can be made to certain institutions in which there is an atmosphere of encouragement to research and which are willing to cooperate somewhat extensively financially with those who are in charge of the funds.

We are recommending several types of assistance for the research of college teachers and we urge that in every case the college shall furnish part of the funds.

We recommend that the assistance given reach all grades of teachers from instructors to full professors, and that,

\* Dr. Metcalf is Secretary of the Committee. The Association of American Colleges is represented by its Executive Secretary.

among other things, time shall be secured for them for uninterrupted research. We are recommending also that research funds set aside by the college to be used in grants by its research committee shall be increased from the fund which we are seeking to establish.

These are but a few of the many things that may be done, and we believe done effectively, in promoting research by college teachers. With financial conditions as they are and even with the conditions of overcrowding that obtain in so many of our colleges, we believe that much can be done by each college to improve conditions for research by teachers and to stimulate such research. Suggestions toward accomplishment of this, which have been elicited in four conferences and many discussions and by much correspondence, have been arranged, printed and distributed to all of the colleges in America which have as much as one million dollars of endowment and to a good many which are not so listed. Our committee believes that there is much value to be had from such financial assistance for the colleges as we are now seeking, but even more important than this is thorough consideration of the problem in each college, the recognition of the fact that research deserves a place in the college and should be as carefully planned and as truly supported as the teaching itself. Thoroughly planned interchange of ideas between colleges as to research support should be had.

Indeed, regular cooperation between colleges in very many features besides that of planning research should be a great element in the plans of all colleges, bringing about great saving of human energy, and of millions of dollars by avoidance of waste from only partial use. But this is another story not to be entered upon at the end of a paper restricted to twenty minutes. The final thing to be emphasized is the need for thoroughgoing, painstaking, individual and cooperative study and effort by the colleges themselves with a view to quickening their productive intellectual spirit.

## DISCUSSION

PROFESSOR GOODRICH: Madam President, I have nothing but a few informal statements to make. It is true, as Dr. Metcalf has kindly mentioned, that I have been interested in this problem of the stimulation of research in a small college, Wesleyan University, and I am interested in the schemes that may be used in such an institution in comparison with those with which we are familiar in a large university. I have had occasion to make a survey of the history of research in this college, and, in considering the means of aid which have been advanced, I have realized that in this case assistance has come not as a result of a definite program but has been a direct result from, and an answer to, the individual scholarly ambitions of the various members of the faculty.

I realize, of course, that there are certain fundamental things needed both for teaching and research, such as the proper student-faculty ratio, faculty salaries, and a real interest in the research, but I especially wish to take three or four minutes to list certain of the varied sorts of means of aid that have been offered in this institution. One of the oldest and one of the most unique for a small college, common perhaps in the universities, was the establishment of a machine shop with a machinist in regular employ. I doubt if anyone who is not familiar with the needs of research in the natural sciences, especially, in physics, astronomy, and chemistry, can fully understand the very great usefulness of such aid. Research, in ploughing into the new field, needs new instruments which cannot ordinarily be manufactured by a commercial firm. The shop was, in the first instance, established as a response to the need of a definite research program, but since then has been continued and has, to a very great extent, been exceedingly useful, and I think that its usefulness is indicated by the fact that not only has apparatus been manufactured here for Wesleyan University but also for various other institutions, such as a department of Harvard University, for the National Bureau of Standards, for the Carnegie Institution, and for various departments of the national service during the war.

From the beginning of the period of interest in research the members of the faculty sought outside aid which was received from private donors, the state, the national government and the Carnegie Institution, but with this foundation of the machine shop there came other aids from the college. I shall mention a few which have been given more recently. Assistants may be used to a limited extent to aid in research work. There is a full-time research associate in the department of astronomy; there is an annual appropriation for paying in part expenses of attendance at the meetings of learned societies; secretarial and stenographic aid has gradually been finding its place,

and though rather meager at present, in one or two departments where it is most needed, there is full-time secretarial aid, and now there is just beginning a somewhat limited system of stenographic aid to all members of the faculty of full professorial rank, something which I hope may be extended. Assistants in one or two cases have been used in the summer at another research laboratory. There is an endowment for furtherance of research in the department of chemistry and another endowment for the department of biology. This year one member of the faculty has been allowed to arrange his teaching time so that all of the work will be done during the first semester, and he will have full time during the second semester for a piece of work which is particularly pressing and important at present.

With this aid from the college, the aid from the outside has also continued. There was this year established an industrial fellowship; which is supported by an industrial concern paying the full salary of the fellow, half of whose time is devoted to the interests of the corporation and the other half to whatever the department may wish. Another outside corporation is supporting work in the department of physics. In this case the program is in full accord with the work of the department. One of our learned societies is furnishing secretarial aid to a member of the faculty in the humanities.

I am rather impressed with this survey, in the great variety of sorts of aid which are necessary, and if we are successful in establishing organized aid to research in certain colleges, I feel that it must be conceived on a broad plan, allowing much flexibility, to be a help in the varied sorts of research. I am fully in accord with the idea that teaching is the chief purpose of the small college, but I do feel that with the present tendency in education toward the individual attention to students and tending to encourage the especially gifted student, we are coming into an era where it is very necessary to emphasize more than we have done the encouragement of research. I think our students are beginning to demand it. But in so far as the practical end is concerned, I am interested in this matter of the flexibility of the program. (Applause.)



REPORT OF THE COMMISSION ON EDUCATIONAL  
SURVEYS

DR. CHARLES R. MANN, Chairman

The American Council of Education

This is the first report of the new Commission on Educational Surveys. The Commission has been a little bit in doubt as to just what was wanted, but we have tried to make a brief résumé or list of some of the more important surveys that we know are in progress. We know that there are many more that we have not noted. This report is a try-out to see if it contains the kind of information that this Association is interested in with regard to surveys.

## GENERAL SURVEYS

I have listed, first, a few of the general surveys that are in progress. You have had probably more experience with some of these than I have. The first survey that has been in progress for the last two years is the *Survey of Athletics* by the Carnegie Foundation. The results of that survey are not yet ready for publication.

A *Survey of the Land Grant Colleges* has recently started. The origin of this survey is significant to this Association because in the year 1926 (February) a series of hearings was held before a committee of Congress on the bill now pending in Congress to establish a Department of Education. It became perfectly evident before the hearings were over that the educational world was pretty well agreed on the idea that the Federal Government should do more for the educational work of the country. Before the last session closed the Federal Government made an appropriation of \$117,000 to the Bureau of Education to make this survey of the Land Grant Colleges. That survey is under the direction of the Bureau of Education and has just been organ-

ized; they are just getting under way. It will affect the college world in that it will include a study of the liberal arts college work as given in land grant colleges. It is also significant to mention in this connection, as a further evidence of the fact that Congress became interested in doing a little more for education than it had done, that there was introduced shortly after those hearings a bill called the Phipps Bill, which practically doubled the appropriations for the research and news-service work of the Bureau of Education. That bill was reported favorably from the Senate Committee before the close of the last session. That is the first education bill of importance that has been reported out of any Congressional committee. That bill has been reintroduced again at this session.

This Land Grant College Survey is a very important survey. It is going very thoroughly into the whole question of the relation of the land grant colleges to the Federal Government and of their particular sphere of activity in the American educational system.

The Bureau of Education also has on hand a *Survey of the Negro Colleges and Universities*. There are sixty-seven negro colleges and universities in the country. The Bureau of Education already has the material in hand and is now preparing its report.

The *Study of Engineering Education*, which has been in progress under the supervision of the Society for the Promotion of Engineering Education and the Engineering Societies, has one element in it that is of importance to this Association. In line with what President Lowell has told us about the development of junior colleges and the distinction between junior colleges and independent colleges, this report that is about to be issued by the Engineering Survey recognizes that they have the same problem in engineering as to this two-year course and the four-year course. The report stresses the importance of developing facilities for two-year courses which are designed more for men who are going to be practical workers in engineering rather than the designing type of engineer.

A *Survey of Nurses' Schools* is also in progress. I doubt if this will touch many of the colleges. The schools for nurses are being studied by a committee that was organized by a conference of a large number of associations that deal with nurses. This has now been under way for one year and has four more years to go. That survey is under the direction of Mrs. May Ayres Burgess. It has interest as a survey to this organization because of the technique that they have developed with regard to enabling the nurses' school to evaluate its own performance. They have developed a kind of a score card as to what constitutes proficiency of a nurses' school, asking the nurses' schools to rate themselves on this score card. That piece of survey technique as used in this investigation may be of interest to the colleges.

There has been completed this year a very admirable *Survey of Library Administration* by Dr. George A. Works, who is now at Chicago, and Dr. Capen. This has been published by the American Library Association, and deals particularly with the relations that exist between librarians and teachers in colleges where the library seems to be being used to good advantage by the institution.

For several years an analysis of the teaching profession, started by subsidies from the Commonwealth Fund, has proceeded under direction of Professor W. W. Charters, of Chicago. One part of this report has been published, the analysis of the pharmacist. It is published by McGraw-Hill and gives the content of the curriculum for a school of pharmacy as determined by job analysis technique. Professor Charters is at work at present on a similar analysis of the teaching job. That may also be of interest to this Association.

On the *Medical School Report*, sponsored by the Association of Medical Colleges, Dr. Rappleye has been working now for two years. When finished, that will contain information which will be of interest to this Association with regard to pre-medical work.

*The Survey of the Teaching of the Modern Foreign Languages* is nearing completion. That survey has been under the supervision of the American Council, financed by the Carnegie Corporation. The report is now on the press and will be issued shortly. Three volumes have already been published and the rest will, I hope, all be out before the school year closes. That survey is significant for two reasons. In the first place, they have made a very exhaustive and adequate survey of the statistics of modern foreign language teaching—French, German, Italian and Spanish—as to the number of teachers and number of pupils, their distribution and tendencies. That statistical material fills one of the volumes. But this study makes an equally, if not more significant contribution to education in a technique that they have developed, which enables a French or a modern foreign language teacher to measure his own proficiency. They developed early in the game a series of achievement tests for modern language, covering vocabulary, composition, grammar and reading for French and German and Spanish. They invited some 300 schools that are teaching modern languages in the United States and a similar number in Canada to cooperate in trying out these achievement tests. We have thus had 300 schools trying the same measures of achievement in vocabulary, in reading and so on. French and German teachers have learned the technique of using these instruments of self-measurement.

Several very striking results have come out of those experiments. One result is that of the 300 schools there are some schools that achieve less in the way of imparting vocabulary and other things to their students in two years than the median of the whole group in one semester. There are other schools that achieve more in developing language proficiency in their students in two years than the norm of the group for four years. So there are very wide divergencies from the point of view of achievement by the students in handling foreign languages. That is one of their very interesting returns. Another is that the achievement

curves of the United States and of Canada and of Great Britain differ considerably. The British curve and the Canadian curve in all of these tests fall below those of the United States. So notwithstanding our feeling that our modern language teaching is highly inefficient in certain regions and cases, the objective tests used and applied in the same manner indicate that our results are no less in the United States than they are in Canada and Great Britain.

Finally, the handbook on *American Universities and Colleges*, which the Council has been editing for the last year and a half and in which you have all taken part by contributing material, has been in press for the last two weeks and we are promised by the publisher, Scribner, that it will be on the market the first of February. That is a survey which contains a brief word picture of every one of the colleges and universities on the accredited list, and a great deal more information of value concerning the American higher educational system. That volume will be sent to all colleges that are members of the Council immediately upon its publication, the first of February. After that it will be on sale at the very reasonable price of two dollars and a half, that price being made possible by the support that has been given to the enterprise by the Laura Spelman Rockefeller Memorial.

All of these surveys are general surveys that have been extended over a considerable area of the country or have taken particular subjects up in a very general way.

#### STATE SURVEYS

There is another type of survey which takes a single state, and I need only mention these. There are the *Surveys of the States of Utah and Mississippi and Indiana*, which are completed. You have probably seen those reports. At present there are under way *Surveys in West Virginia, in Virginia and Florida*. These are all being conducted under supervision of the State Department of Education and by state authority. They will be the same gen-



eral type as those other state surveys. A *Special Survey of the Pennsylvania Colleges*, is being carried on by Dr. Learned, of the Carnegie Foundation, in cooperation with the colleges of Pennsylvania. They are making a study of what constitutes a college-minded person. That is a matter of considerable interest to this Association.

There has also been published during the year the survey of an individual institution, *Rutgers College*, by the United States Bureau of Education.

All of those surveys have been made by groups of people—committees that have been organized for that purpose. Such a group comes in, observes, studies, and makes a report, giving its opinions on conditions and how things ought to be modified to improve them. A new type of survey is evolving and becoming very popular, judging from the number of institutions that are beginning to undertake it. That type of survey is called the self-survey. It has come into popularity within the past three or four years.

#### SELF-SURVEYS

The first self-survey that I remember was that organized by Northwestern University, made by a committee of its own faculty for each of its schools. They invited one man from the outside to sit on each of those committees, but it was essentially a self-survey of the university by its own faculty. The self-survey is taking different forms in different schools. It is leading in many cases to the appointment of an individual known as assistant to the president, or vice-president, who is there to organize such self-surveys of the educational workings of the institution and to keep the institution studying its own functioning and finding out how it can improve itself. I have a list here of fourteen such self-surveys that the Commission was aware of, and I presume there are a good many more.

Northwestern University	_____	In charge of Dean Kent
University of Pittsburgh	_____	In charge of Mr. Jones
The Oregon Agricultural and Me-		
chanical College	_____	In charge of Mr. Jensen

University of Southern California	In charge of Mr. Touton
University of Minnesota	In charge of Mr. Kelly
University of Buffalo	In charge of Mr. Thurber
State of Washington Agricultural and Mechanical College	In charge of Mr. Leonard
University of Washington	In charge of Mr. Stevens
University of Oregon	In charge of Mr. Barker
New Mexico Agricultural and Me- chanical College	In charge of Mr. Bohannon
University of Missouri	In charge of Mr. Selvidge
Purdue University	In charge of Mr. McClusky
Clemson College	In charge of Mr. Washington
Baylor University, Waco, Texas	

All of those are conducting some kind of a self-survey in an effort to find out by their own methods of investigation what their troubles are and how to correct them. All of these self-surveys are characterized by a predominance of the use of the new objective methods, such as the foreign language tests and objective methods of measuring their own efficiency.

In addition to that, the last report of the Commissioner of Education states that twenty-eight institutions out of seventy-four interviewed have introduced some form of self-education and self-government amongst the faculty.

Another form of self-survey has also blossomed out in the last two or three years. That is the student survey. Starting with the Dartmouth Survey, we have had the Harvard Survey and the Purdue Survey, and Yale is now in the process of making one. These are surveys by the students suggesting how the institution may be improved in its operation from the viewpoint of the student.

Thus we see that educational surveys started out with those of a general character conducted by committees organized for that purpose, and from that went to the state surveys, then to the survey of the individual institution, then to the self-survey by the faculties and administration, and finally to the surveys by students. This indicates a

tendency which seems to be rather general at the present time. President Mason, of the University of Chicago, speaking before the Library Association in Chicago a month or so ago, called attention to the fact that our own conception of college education is changing rapidly and rather fundamentally from the idea that a man's education ends when he leaves college and goes to work, to the idea that his education is continuous throughout his life. The function of the college, therefore, is not merely to supply him with tools for getting along in life, but it is also to so train him that his education will continue when he gets into the world's work. In the lingo that has developed in connection with this, he must be capable of self-education on the job for the rest of his life.

That idea of self-education on the job in spreading very fast in industry and business. Industrial and business men who take the products from our schools are coming to see that success in industry and in business depends in part on so organizing that their employees have the opportunity of growing and educating themselves on the job. It seems to me that this trend in college surveys is moving in the same direction. The idea of self-education on the job by studying its own job is developing in the colleges in reference both to the college's own activities, and to the preparation of the students so that they will be capable of self-education after they leave college.

This situation shows what a fruitful and useful thing can be done to stimulate progress by cooperative action among the colleges in developing the tools for self-study and the procedures of self-study that are proving useful. That is, various colleges and universities are trying various things, and a great deal can be accomplished by pooling that information and developing tools and procedures which can help other colleges with similar problems. The development of such tools for self-study is a very fruitful procedure both for surveys and for educational progress. Dean Randall will have something more to say about that feature in his report.

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There is one final word that I would like to take the liberty of leaving with this Association. One of the very vital topics under study, thought I don't know of any organized survey on the subject, is the one that our President brought up last evening in her Presidential Address,—this question of student government. A very interesting development in that matter of government is going on in Washington at the present time. Perhaps you ladies and gentlemen of the colleges may like a little hint that may help in this study of student government.

Americans generally do not understand the peculiar characteristic of the American government because we call it government and the term "government" has come by long tradition and usage to mean some kind of a regulating agent. As it was related to business, the Federal Government has been a regulating agent in business. You will all recall that in the nineties anti-trust legislation and the Federal Trade Commission, and all the rest, were regulating business thirty years ago. Now there has been a very interesting change in the business world that has been a matter of live discussion in the Chamber of Commerce at Washington for the last few years. Business is now becoming self-regulating. The Chamber of Commerce of the United States has definitely declared its policy in favor of less government in business and greater responsibility for self-government on the part of the business organization. That has led to the question: What, then, is the nature of the Federal Government? If it is not a regulating device, what function has it? What relationship has it to the business organization?

A very interesting fact with regard to the United States Constitution has been brought to light in connection with that question. The prohibitions in the Constitution have been counted and analyzed. We find that our Federal Constitution has sixty-one prohibitions in it, which say "Thou shalt not." Thou shalt not quarter a soldier in the house. Thou shalt not lay too great fines. Thou shalt not

establish a religious creed through Congress or prohibit the free exercise thereof. Thou shalt not interfere with the freedom of speech or of the press. There are sixty-one prohibitions of that sort in the Constitution, and sixty of those are prohibitions that define what the government may not do to the people. There is only one which states something that the people may not do. That fact is making business men realize that the Federal Government was not intended to be a regulating agent but an agent to maintain conditions such that men could realize freedom through self-government. Business is proceeding to operate on that idea. The Federal organization becomes then not a regulating agent but a facilitating agent. It is an agent for cooperating with business in getting facilities which enable business to make better progress. The Department of Commerce of the Federal Government in the past six years has made extraordinary progress in developing the technique of service of a Federal department as a facilitating agent.

That distinction, which is becoming clear in Washington, between government as a regulating agent and government as a facilitating agent, has some bearing on the question of student and faculty government in the colleges. If a college regards the government of faculty and students as a matter of regulation, they will do one thing. But if they recognize that the administration, the trustees, and the government of the college are there for the purpose of facilitating education and research in the colleges, they will do quite another thing. This distinction is becoming a very interesting subject of discussion in Washington. Apply it to your study of student and faculty government, of academic freedom, and of other such questions.



## THE COLLEGE CURRICULUM FOR WOMEN

PRESIDENT META GLASS

Sweet Briar College

The legitimate aims of a college for women stated in general terms would differ not at all from the aims of a college for men. They are "to make the mind free of the world that man's intellect has conquered," to use the quotation that Miss Amy Kelly uses to designate the quickening of an inquisitive attitude toward the world along with supplying all available knowledge to satisfy that inquisitiveness. Or the aim is to orient the student for his or her probable future life, or a third aim is to carry this still further and make it particular in training for a definite pursuit.

To satisfy the first aim we should offer to a woman the same curriculum we would offer to a man with possible variations of emphasis to correspond with any predicable masculine and feminine predilections. All the fields of knowledge that man has opened are germane to this purpose and we would limit the presentation in no way so long as it quickened understanding.

To orient either man or woman for a probable future life brings us to divergence in some respects. It is safely predicable that a man will have use for considerable knowledge of the business world for, whatever his profession or occupation, the world will expect of him this knowledge through his adult years, and when the aim of education is to prepare for future functions, some such knowledge must be imparted. It is equally safe to suppose that a woman will have use often for knowledge involved in running a house and making a home, and, not so universally but largely, for knowledge of the care and feeding of children. The world expects this of a woman, even of a spinster who

boards all her life, and I am sure no woman has ever gone to her grave without more or less of it.

The third aim, to train a woman for a definite pursuit, is not held at present by all colleges, but it occupies the chief place in some. The effect of this aim upon the curriculum, of course, varies as the technique of the pursuit varies. Except within narrow limits such a technique allows of little discussion of its curriculum and the differences between curricula for men and women in this field are only the differences in the pursuits followed by each. Within a given pursuit the curricula are identical. In practice, colleges for women do not offer training in many of the professions that men and women both enter, since for these they go to a coeducational school. In other fields such as teaching, music, art and certain phases of business, women's colleges do offer training and, of course, in home economics, if they undertake to train for various definite pursuits at all.

The natural question at this stage is to what extent these three aims can be met in one institution. Most of the state colleges for women are organized to meet all three at once and they have worked out a ratio of time allowed the realization of each aim, from a half to two-thirds being given to training for a definite pursuit. Simmons College, as typical of a similar group, is organized on the same general plan and as the ratio there is one-half technical to one-half general, it is in a position similar to technical schools that demand two years of liberal training for admission. Simmons gives preference to the method of mingling the two through four years.

The women's colleges that have grouped themselves into "The Seven" are content with combining the first two aims. They are avowedly liberal arts colleges devoted to "intellectual culture and development," to use Matthew Vassar's phrase, but the degree to which they undertake to meet later functional needs varies. They all have courses in education. More or less they offer courses in chemistry

and physiology that would be useful to women in respect to an understanding of foods and feeding, and courses in sociology, psychology, zoölogy and anthropology that bear on topics of large interest to women, but there seems no grouping of such courses as to call attention to their combined usefulness in woman's work, whether major or incidental, except the grouping that Vassar makes in her euthenics major.

In the coeducational colleges of the state universities, and others similarly organized, there are usually many offerings that may be combined to satisfy all aims at once, with even more definite pursuits open to women than in their own colleges. Under guidance it is possible to construct a curriculum for an individual that will give breadth and satisfy, to a degree, the aim of knowledge and understanding for its own sake that we mentioned first, while in large measure it is directed to orient the woman toward her probable future and even to give her enough of a definite technique to start her at least well on her way toward its use in after-life.

This last would seem the ideal education if we did not have to remember that the woman has but four years in college and that necessarily the time given to one thing does not remain for another. If a woman must have a vocation by which to earn her living without being able to manage any additional training for it, either by formal instruction or by the process of growing up in the job with the consequent delay of earning power, this combination is perhaps indeed the best for her, the best she can afford, at any rate, at that time. She has, when she takes this type of education, definitely limited what she knows of the world and her points of contact with it in a way that is detrimental to the development of any youth and, I suspect, especially so to a woman.

It is true that the period of a college education is short and that there are many things that are to be learned and cannot be learned here. We may put among them the

broad interests of life which a person after he has gained the tools for his livelihood or for the concerns of his daily life should become acquainted with and pursue. But the exigencies and the pressures of life tend constantly and increasingly as the years go on to force specialization on any individual, and becoming acquainted with a new field in the midst of such specialized living is more difficult and less likely than the continuance through this very same time of some broadening study that had already been opened to one. Women are proverbially personal in their point of view, clannish in their relationships, absorbed in their own activities, and therefore for the rounding out of their understanding of the world and of life and to enable them to play their part in the evolution of society, they need the kind of education that will make them free of the world man's intellect has conquered. I should rather trust a woman whose mind was so attuned, to seek the knowledge after her college years that should guide her life and to master the technique that she needed to gain a living or run a home or accomplish anything else that lay before her, than I should trust the woman who had been given only such education as she was deemed to be apt to put into practice on leaving college ever to attune herself to the wider knowledge of man and the world and thus to be able to pursue her activities with an attitude of understanding and with adjustment to new truth and new social needs. To a person lacking this understanding attitude toward evolving life, nothing is so definitely limiting as simply to know how to do a thing. The thing gets done and if it be a desirable thing to that extent society profits, but the individual stands still in his own development.

With women's ability, their taste and their willingness to take different kinds of education as varied as their faces, and with outside circumstances putting upon them the variety of necessities they do put, we must undoubtedly continue to find the education provided for them during their college years varying in all the proportions that I

have indicated as possible. But for the privileged group that may have four years in which to widen their horizons and deepen their vicarious experiences, women with ability to respond and the will to get this view of life, I should provide plenteously of the material that awakens and satisfies inquisitiveness about all of man and the world, less of the personal and particular, and less still of the vocation that will occupy the following years. And I should do this, trusting them to get the special knowledge and the definite techniques necessary to them *because* of what the other education had done for them.

If we consider the subject matter that forms fruitful material for woman's education, we consider all the fields of knowledge. Only where any knowledge becomes specialized toward a technique does the question arise as to whether it is more suitable for women or men. When mathematics, geology, metallurgy, chemistry and physics converge into engineering we have something that for most women would provide less widening of horizons than these subjects do singly and practically no functional value for later life. When chemistry, physics and physiology converge into nutrition we have something equally limited for the widening of horizons and of more probable value for the uses of a woman's later life. The subject matter of the curriculum needs little argument. The questions of methods of presentation and emphasis furnish the really profitable discussion.

In the various interesting studies of curriculum that have been appearing, notably in the last five years, many suggestions are as valid for women as for men. Wisconsin's experiment under Dr. Meiklejohn, he thinks, would be as applicable to woman's education as to that of men and he somewhat deplores that residence conditions at the university do not make it possible to try it with women as well as with men. As different as this curriculum seems from any other, the subject matter taught is that available in the courses of the traditional curriculum and the method of



presentation and the emphases furnish the differences. This would hardly seem a time to say whether the method is especially valuable for women. In so far as it emphasizes relationships, it would seem so.

The move toward individual and independent work interests me especially for women, because of its tendency to promote initiative, which I believe women need to have stressed more than men. So much of woman's psychology is the psychology of receiving that for her best growth and her best contribution to society she should have the other side developed. She will always be the one who preponderantly receives and accepts, but the kind of education that would tend to right the balance would be distinctly for her good. I have seen no statement about the numbers of women and men respectively who take advantage of the honors courses at Swarthmore, but that the women's colleges have recognized the possibilities of the plan for stimulating initiative among its other advantages might be inferred from the fact that out of eighteen institutions that allow the student studying for honors to be relieved of all class routine eight are women's colleges and six are coeducational.

The movement away from the lecture system and in favor of discussion would seem for the same reason to be especially desirable in colleges for women and I think women students show the good effects of the method even more strikingly than men.

I mentioned in connection with the Wisconsin experiment that its tendency to stress relationships made me think it advantageous for women. For the same reason I think that women even more than men would profit by good orientation courses. Woman tends toward being a specialist in that she is inclined to narrow her interests to personal concerns, and in proportion to this tendency she might fail to weave out of her various courses the related view that would put this knowledge in its proper place in the whole field of knowledge. And from another viewpoint

an orientation course seems to have an especial value in a woman's college. Our present introductory courses in a subject are fulfilling the double function of giving the broad view to those who seek it and at the same time laying the foundations for specialization for those who will continue the subject in more advanced forms.

I cannot think, as is sometimes said of the present American college for women, that its entire plan of instruction is bent toward producing and fitting the research student. Certainly neither the colleges for men or women turn out anything but a small proportion of research workers, and the women's colleges fewer than those for men. For the purposes for which education in America primarily exists I do not deem it desirable that the colleges should ever turn out more than a small percentage of research students. But for their sake and that of all the other students I can see the advantages of orientation courses, and I am inclined to think that even all six of those suggested by Miss Kelly in *A Curriculum to Build a Mental World* would be worth the difficult work of organizing and teaching them.

They are difficult to organize and to teach, but they have been demonstrated as possible and successful and they do offer a double service. They give to students who are not going to do research the knowledge and the understanding of relationships so desirable in Professor Palmer's educated amateur. And they may very reasonably be expected by disclosing relationships to awaken interest in both men and women when the students understand the value to the whole field of knowledge of what may seem, without a recognition of its ultimate relationships, a very narrow and futile bit of research. I should expect from an orientation course more enthusiastic turning to research by those fitted to do it than from single courses in the same field that did not have their relations brought out. Such a student would look upon the first course in her chosen subject as her first privilege in her field.

And this brings me to two phases of what society expects of the college woman, that she may take an intelligent part

in the work of the world and that she may be the enlightened amateur in life's relationships. The work of the world in which she is to take part runs an increasing gamut with almost every year. And so from the field of educated women we must expect more in the technical vocations and in all kinds of business. The extra woman-power put to work in vocations and in business enterprises is the measure, some men claim, of our margin of prosperity. With the education women have had so great has the margin become; with the education of larger numbers will the margin increase. And this increase can only come with safety to society as the educated women have a larger grasp upon relationships and values.

Because of the challenges of undiscovered truth and unverified knowledge and women's quickened interest in all of life and the world we may expect more scholars and research workers among them. But outside of these two groups, and for the higher good of society in these two groups, must woman increasingly be the enlightened amateur, the accelerator and the brake in the progress of society. And with this service in view her college should see to it that she has the keen joy of doing it understandingly.

While all colleges are using the same broad fields of knowledge for the education of women, the individual curricula, in their shades of emphasis and their differences of methods, are as varied as the abilities and the tastes of women and as the complex circumstances and necessities that tend to mold their lives; and, for the future of American society, this is well. Let us arrive at no college *curriculum* for every woman but hold to many *curricula* that we may not stale her infinite variety.

## BETTER ADJUSTMENT BETWEEN THE HIGH SCHOOL AND THE COLLEGE\*

ROBERT LINCOLN KELLY

There are rumors of a conflict in opinion in this convention between the sponsors of the high school and the college. My assignment is the problem of relativity. The solution of the problem is that both the high schools and the colleges are wrong,—and right.

It must be an old joke in these circles, what William James once told the Radcliffe girls, that the "value of a college education is to know a good man when you see him." Viewed superficially, this suggestion, coming from a mere man, seems presumptuous. However, anything that William James said is not to be viewed superficially. What he meant was that an inner capacity for appreciation and understanding is the necessary condition of knowing anything good—or true, or beautiful. The reference to the man is a mere trick to focus attention.

It is, in the judgment of the present speaker, because the efforts at adjustment between high schools and colleges have been and still are chiefly objective and formal that this problem of adjustment has not been solved. The problem cannot be solved by treating symptoms. The solution, when found, will be a subjective solution. The problem must be treated from the inside.

Some years ago, according to Dr. Judd, there came into the office of a west-side elementary school in Chicago, a Bohemian who introduced himself in broken English as the father of one of the boys in the school. He reported that

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his son was being urged by his teacher to go to high school. He asked the principal if his son could go to high school. The principal encouraged the father to take the advice of his son's teacher. His boy was bright and was doing well in school. The principal proceeded to declaim upon the advantages of a high school education when the father abruptly interrupted with the question:

"What will it cost me to have the boy go to high school?"

"Nothing," was the reply.

"Excuse me," said the father, "I don't understand English very well. Say it again."

The principal said it several times again and the argument was closed. All that either the father or the boy wanted was an opportunity for him to go to high school. There was enough steam in that boy, pent up through generations of European repression, to guarantee in advance the solution of the problem of adjustment.

Now the members of the learned profession of which we are a part have been setting up a number of mechanical impediments to adjustment by means of which, if reports be true, we have sometimes succeeded in damming up the inner urge of our boys and girls—even of some who do not live in the stockyards' district.

And by the way, this inner urge, this sense of wonder in the eyes of a child, is the greatest single factor in the whole enterprise of education—which we may crush out at the peril of the child and of the race.

We have established, arbitrarily, formal units of educational machinery, and have tried to measure the boys and girls by our machines. We have the elementary school, the high school, the college, the graduate school, the professional school, each a sacred unit of American education, but each now dividing into new units in the processes of growth. For the integrity of one of these units, as such, men have been willing to lay down their lives.

We have standardized the several units in objective terms—so much endowment per student, so much per stu-



dent spent for books, so many members of the faculty with so many Ph.D. degrees, so that sometimes the forms of efficiency have taken the place of the substance of effectiveness.

We have formulated programs of study in terms of subject matter, and have attempted to administer them in wholesale fashion regardless of individual student capacities and tastes—and what is more important, regardless of individual degrees of the development of those capacities and tastes, and then we complain that our curricula are lacking in dynamic appeal.

We have set entrance examinations to college, fearfully and wonderfully made, and through this straight and narrow way we have herded our lambs to educational salvation. Anyone who climbs up some other way is a thief and a robber. Some 200,000 of them do annually climb up some other way, usually by the certificate route, and thousands at the end of the first semester are slaughtered and ground out through the interstices of our machines. A university president recently remarked that the loss of 1,700 freshman from his institution is a perfectly normal loss.

Our process of final selection of students has sometimes been carried on in terms of the social and economic standing of their parents, so that some of our schools have appeared to foster the social cleavages so well known in European states, but so inconsistent with our American temperament. The inheritances at the basis of these cleavages do not guarantee the student attitude. Furthermore, the stimulation of social class-consciousness should be deprecated. The real purpose of our schools and colleges whether to train for a vocation or "for the noble enjoyment of leisure," or "to provide four years of agreeable life in pleasant surroundings," has sometimes been obscured and the same educational methods have been pursued regardless of purpose, expressed or unexpressed.

I repeat that the problems of adjustment have arisen, first, because of the arbitrary way in which we have set up

our machinery. Then, secondly, they have arisen because the children in the perversity or divinity of their natures, simply will not keep step with man-made plans, unless those plans challenge their capacity for appreciation and understanding. We have not been eminently successful, therefore, in fitting the child to the machine. We have been least successful, perhaps, in the twilight zone between the high school and the college, as our junior colleges, to mention a single symptom, are now forcing us to acknowledge.

While it is true that from the standpoint of the American high school in general, the fitting of students for college is quite an incidental task, it is assumed that the secondary schools represented in this group are primarily college preparatory schools.

As we appreciate more and more that it is not so much in our stars as in ourselves that we fall short of professional success, the disposition to pass on the blame for unsatisfactory conditions from the college to the high school, and from the high school to the elementary school, and from the elementary school to the now-obsolete home or the nascent nursery school, is less in evidence. The colleges in particular, living as they do behind transparent walls, are less disposed than formerly to heave bricks in the direction of the high school. Much of the really remarkable vitality of many American colleges to-day is due to the success with which they have appropriated and adapted the philosophies, the methods of teaching, and the spirit of the best high schools.

When the colleges are driven, however, through questionnaires or other modern forms of academic torture, to point out the failures of the high school they are definite and consistent in their diagnoses. Many high school graduates do not know how to read or write the English language; they do not know how to study; they do not know how to think; they are lacking in earnestness—in purposefulness; they must be driven to their tasks; the quality and content of scholastic effort do not improve.

Incidentally, it is worthy of note that these same charges are made against the graduates of the colleges. It may serve to delimit our present problem somewhat to present the practical unanimity with which those who deal with both boys and girls certify to the apparent superiority of the girls, perhaps due to superior intelligence (or is it superior application to an assigned task?), a closer approach at a given age to mental maturity, less absorption in "activities," a greater willingness to study. On the whole, the girls are conscientious conformists, which may be faint praise.

The most aggravating symptom of all and the one most frequently cited is the inability of freshmen to read and write the English language. The student under consideration is supposed to have reached the stage in his development in which most of his knowledge will be secured through the printed word. He is supposed to have largely passed through the stage of securing knowledge through imitation, and through verbal precepts and admonition, but is not yet ready for independent much less creative thinking. Perhaps "on the average" this is a correct diagnosis. But it assumes that potential creative development is not here manifest.

Now it is certain that for many students a deadly fallacy is lurking in this assumption. Why should all students postpone efforts to do some thinking on their own account until they are college juniors? May not the germ of independent thinking be discovered in the junior college period, or in the high school period? Why should all students be expected to keep step in the face of what we know of biological processes elsewhere? High school students, sitting on the same seat in the same class are miles apart in everything of the spirit.

There is an increasing number of high school and college teachers who are disposed to throw students back more and more on their own resources, and within reasonable bounds to give them the air, who attempt to assist students in the

discovery of their own interests and capacities, even by the trial and error method, if necessary, as a preliminary step to a profounder interpretation of the significance in their lives, and in the life of their day and generation, of these interests and capacities. This is the meaning of much that is going on in the effort to make adjustments in this twilight zone.

It is the meaning of the "general language" course which is an elementary course in comparative philology in some of our high schools where efforts are made—and successful efforts it is reported—to discover the relation between human thought and human modes of expressing thought, courses in which language is made interesting and informing courses in which students feel that they are treading on ground which their feet have not trodden before, and in which above all else they become conscious of the beauty and simplicity of the English language. (See Dr. Judd in *The School Review*.)

This is the meaning of those experiments now projected in which the dominant interest displayed during the high school period, it may be in the field of activities, is carried over as part of the student's curriculum work, and is made an objective in student reading and study and thinking, as well as in student expression. The program of the Sarah Lawrence Junior College is typical of this method.

It is the meaning of the presence in so many high schools as well as colleges of deans of girls and women, and other non-teaching instructors, to stimulate and guide intellectual as well as ethical and esthetic achievement.

It is because of this that efforts have been made, not only in the college but in the high school as well, to discover what the students do outside of school, how their teachers and others rate their character traits, what is the record of their intellectual and moral performance, what they would like to do and be. Why should not the spiritual health of adolescents merit as much careful scrutiny as their physical health?

To expedite these processes the colleges are now not only providing interdepartmental courses for freshmen, courses in human institutions, including the family, etc., but special courses in English, in modern world history, in animal biology, in human geography—all attempting to tap the vastness of human knowledge at such points as will awaken an interest in the history of mankind, in the drama, in music, in the arts, in the sciences, and to guide the student in the enterprise of educating himself. As a result of all these methods of teaching we are discovering students both in the high school and the college who show some dexterity not only in solving but in discovering and solving unexpected problems. The adjustment cannot best be expressed in terms of courses. It must be expressed in terms of students and teachers. After the honors courses, from which most of our common forms of courses and credits were cast out, were generally introduced into our colleges, the question arose as to whether the graduate schools measured by other and strange standards. To which the graduate schools replied, "Send them on and God bless you."

The preparatory schools must abandon the aspiration, if they still have it, to send all their students to college unless, indeed, they have established thoroughgoing processes of selection. More and more it will be recognized that a function of the schools is to sift students for the colleges, just as a function of the colleges is to sift the students for the graduate and professional schools. The "certified" high school credit, or its moral equivalent, is destined to play a larger part than it has thus far done in academic prognosis.

The schools and colleges which intelligently appeal to the spirit of adventure in American youth will enable them to pass from one stage of development to another with the least loss of time and motion. That this may be done, the high school is evolving into two or more segments and the college into whatever number of segments is required to accomplish its task. In the rapid reorganization of our changing units of education we will not be surprised soon



to see twenty smaller colleges more nearly self-contained and self-controlled and self-propelled, offering more intimate and humanizing opportunities to students, where now one stupendous college, like a modern factory, is assumed to turn out its product on a basis of quantity production. Let there be quantity production,—we need it in our democracy,—but let us strive for it on a quality basis. Nor let it ever be claimed that there is virtue in mere smallness: opportunity must not be counfounded with realization.

This is not a plea for intriguing jaded appetites with highly seasoned food, but for helping to establish such conditions of physical and mental health as to guarantee normal appetites for substantial food.

There is no misconception that needs to be combatted more persistently than that college students on the whole are seeking the easy subjects. All the evidence is to the contrary. A study of the offerings of thousands of entering students in hundreds of colleges shows that in the traditional college subjects—English, foreign languages, mathematics, sciences, social sciences, even philosophy, students offer not only more credits than are required by the colleges, but more credits than are officially recommended by the colleges. In such manner are the high school advisers performing their helpful tasks. Further, it may be shown that continuity of work in the high school in subjects which are likely to be continued in the college has great predictive value for college achievement. A student who has done four consecutive years of high school work in Latin or French or mathematics, by that very fact has ordinarily demonstrated the possession of sufficient stamina to carry a well-regulated college load. For the maintenance of this continuity the private schools are certainly well conditioned.

It is scarcely necessary to say that the feat of adjustment has been accomplished by cooperative work on the part of schools and colleges represented in this group,—accomplished with such success that in one college the rate of

academic mortality has been but a fraction of one per cent. per annum for four successive years. In these cases what we may call the instruments of precision have not been applied clumsily. The objectives of the schools and the colleges have been well defined and honestly pursued. Students have been discovered who considered it an opportunity to go to college—others have been sifted out. No one method of admission has been put to exclusive use. The program of study and the method of administering it have been made sufficiently plastic so that each student has had a sense of ownership in his own curriculum. The curriculum is being made to fit the student. The miracle has been performed of transferring the motive of the curriculum from the minds of the faculty to the minds of the students.

Teachers have been provided who are not underpaid,—the laborer is worthy of his hire and that hire is certainly higher, though we are not yet expending as much for minds as for motors,—who are not overloaded, who approximate something like an eight-hour day with time out to recharge their minds, and who are able to stimulate the minds of students to independent thinking and a desire to achieve, which is the highest of the fine arts.

That we are in the midst of a really remarkable educational awakening is the conviction of many who know the present-day school and college. This may become in a larger sense a spiritual awakening if it may be guided by the "finer instincts, the keener intuitions, the stronger emotional dynamic of women." If you will, as a group you may do much to harmonize the form and the content of education and of life. It is not an easy task. No problem of relativity is. The more need is there for the spirit that maketh alive to overcome the letter that killeth, for the stressing of the relationships and values of school and college life, for the guarantee that the school and college shall be safe for the operation of interest in work, of trust in discipline, of freedom in thought, of cooperation in action, of boldness in experimentation, for the free play of the creative impulse.

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